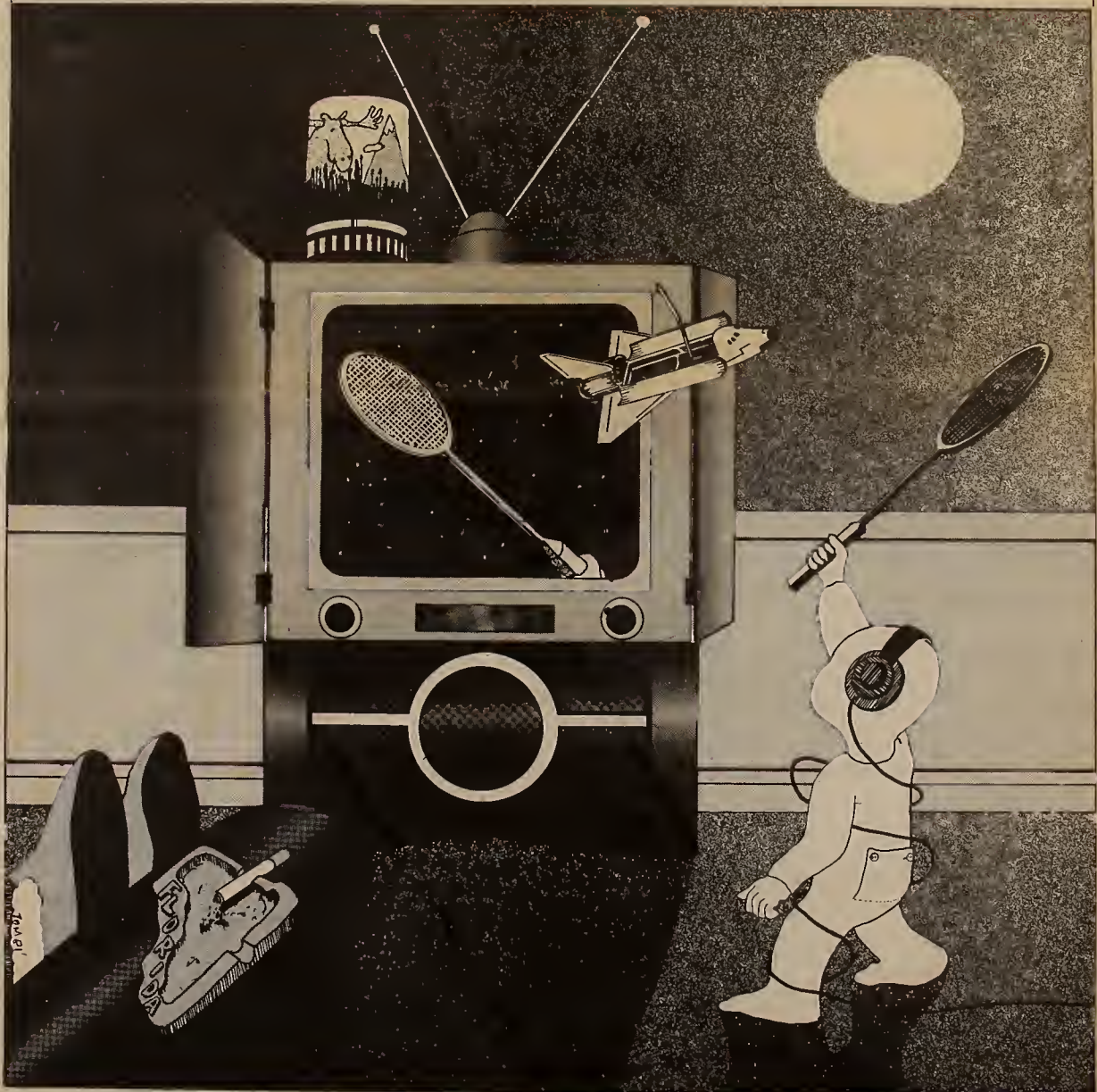


CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS
ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ



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bulletin



Tom McDonald



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LETTERS LETTRES

Vote to abolish rank

I was interested to read Professor McMurtry's article on Academic Ranking in your February 1981 issue. Two years ago, as President of the Faculty Association at the University of Manitoba and Head of the History Department I was well placed to appreciate the vast amounts of time and effort devoted to promotion hearings. Departmental committees, faculty committees, and the appeal process diverted an inordinate amount of energy from teaching and research. Persuaded by this consideration and others, the Arts Faculty Council at the University of Manitoba voted in 1979-80 to abolish rank.

John L. Finlay
Kingston, Ontario

Bill has serious shortcomings

I would like to respond to Jill Greenwell's remarks ("New government bill a triumph for CAUT") in the April issue. Though I agree that the new federal bill on sexual offenses released December 24 presents considerable improvement over the sweeping proposals of the 1978 MacGuigan bill, the very serious shortcomings of Bill C-53 should not be overlooked. The new Bill retains two very problematic provisions concerning "gross indecency" and "common bawdy houses", both of which pose significant potential for the violation of civil liberties.

"Gross indecency" remains entirely undefined in the Criminal Code and amounts ultimately to whatever any judge believes "gross indecency" to be. In practice, almost anything done by gay people turns out to be "gross indecent". In 1977, for example, two men were convicted of it for kissing on a Toronto street. This legal vagueness is compounded when a "common bawdy house" is *inter alia* defined as "any place resorted to for acts of indecency". The potential for abuse of this law was recently demonstrated in Ontario.

In November, Toronto Mayor John Sewell (known for his support of gay civil rights) and George Hislop, a gay city council candidate were defeated in municipal elections. The "gay issue" had figured prominently in the campaign. In December, the Ontario government introduced a new human rights code which conspicuously omitted "sexual orientation" as a protected category despite a recent report issued by the Ontario Human Rights Commission recommending its inclusion. In February, the Ontario government, cognisant of its need for seats in metro Toronto, opened the provincial election campaign with police raids on four Toronto bathhouses. More than three hundred gay men, the largest mass arrest of Canadian citizens since the imposition of the War Measures Act in 1970, were charged with being "found in" and "keepers" of "common bawdy houses."

The "common bawdy house" charge conveniently missed many (including the chairman of Toronto Metro Council) into believing that the raids had something to do with prostitution, when in fact the charges referred simply to being in a place where "acts of indecency" might occur. Some press reports did not hesitate to complete the delusional image by raising the spectre of child prostitution though no charges relating to prostitution were laid and no one under the age of twenty-one was found. Whether the raids contributed to the election outcome or not, the Government did succeed in winning a majority largely

through inroads made in metro Toronto.

At least two professional associations (that I am aware of), the Society for the Study of Social Problems and the American Sociological Association, are sufficiently concerned to co-sponsor a special session on the violation of the civil liberties of gay people in Ontario at their upcoming meetings in Toronto in August. In the light of CAUT's longstanding opposition to discrimination on the grounds of sexual orientation, perhaps the Association should not rest content with Bill C-53 but should note these shortcomings to the federal government. In addition, the CAUT might consider joining with the Canadian Civil Liberties Association in petitioning the Attorney General of Ontario for an impartial

inquiry into police conduct toward the gay community.

Barry D. Adam
Sociology & Anthropology Department
University of Windsor

Suppression of seminar

For several years, Soviet scientists who had been barred from work in scientific institutions, have kept themselves alive as scientists by conducting a private, purely scientific seminar on Sundays.

This seminar has now been shut down by State Authority and the leader of the

➔ p.4

DEPARTMENT OF LANGUAGES

The Department of Languages of Lakehead University has an opening for an Assistant-Professor in French (Languages) and Applied Linguistics. The appointment may be for one or three years, depending on the qualifications and experience of the candidate. The position calls for teaching language courses at the lower levels (I - II) and translation at the upper levels (III - IV). It includes the supervision of experimental language lab, programmed and computer assisted instruction.

Salary will be based on the qualifications and experience of the candidate. Applications should be mailed by May 1st, 1981 to:

Mr. Donald E. Ayre
Secretary of the University
Lakehead University
THUNDER BAY, Ontario
P7B 5E1

Lakehead University

LE DEPARTEMENT DES LANGUES

Le département des langues de l'Université de Lakehead fait appel aux candidatures en vue de l'attribution d'un poste de professeur adjoint de langue française et de linguistique appliquée. Le durée du contrat sera d'un an ou de trois ans, selon les qualifications et états de service du candidat. Les fonctions comportent l'enseignement de la langue française aux étudiants de premier cycle et un des cours de traduction au niveau supérieur du baccalauréat et de la licence. Le titulaire eôira en outre en tant que conseiller pour l'utilisation rationnelle des laboratoires de langue et dans le domaine des expériences d'enseignement programme et d'enseignement informatisé.

La rémunération réelle sera établie en fonction des qualifications et états de service du candidat. Entrée en fonction au 1er juillet 1981. Les demandes doivent être envoyées au plus tard le 1er mai 1981, à l'adresse suivante:

Mr. D. E. Ayre
Secretary of the University
Lakehead University
THUNDER BAY, Ontario
P7B 5E1

Lakehead University

Sexual harassment, lobbying, academic freedom main topics of CAUT Board

Sexual harassment in the university setting was one of the key issues dealt with by the Canadian Association of University Teachers at its board meeting in Ottawa March 19-21.

The CAUT Board adopted interim guidelines concerning sexual harassment for final approval at the Association's annual council meeting in May.

"The guidelines", says CAUT President Israel Unger, "ensure that the academic profession will be among the first to deal with this problem".

The guidelines define sexual harassment and condemn such practices, while ensuring that normal social behaviour is not inhibited. They advise CAUT members to terminate supervisory roles of an academic or employment nature if individuals concerned become involved in sexual relations with a consenting adult under their authority. They also insist that anyone charged with sexual harassment should have a fair hearing according to the normal rules of justice.

The Board also discussed a series of problems which involve the relationship of the university and various levels of government:

- It reviewed the intensive lobbying which CAUT has done in the past few months on the subject of Established Programmes Financing legislation — the legislation by which the federal government transfers large sums of money to the provinces for medicare, hospital insurance and postsecondary education. The Board authorized an appearance before the parliamentary task force studying this issue.
- It congratulated Mme Bégin on the recent increase of 22.3 per cent in the funding of the Medical Research Council and reviewed its lobbying in relation to the funds provided for NSERC and SSHRC.
- It endorsed a submission to the Federal Cultural Policy Review Commission written by Professors Fekete and Wernick of Trent University and Professor Savage of CAUT. The brief deals with the problem of cultural literacy, the significance of the research funded by the Social Science and Humanities Research Council, problems of Canadian book publishing, scholarly publishing and copyright.
- It recommended that CAUT appear before the Select Committee of the House of Commons studying the problems of skilled manpower.
- It reviewed the long-standing CAUT concern over the application of tariffs to scientific equipment used in university research and its demand that the federal government offset this cost by the abolition of sales tax on university purchases. It authorized a request to appear before the parliamentary committee on trade and commerce.

- It reviewed the proposed amendments to the criminal code in regard to obscenity. It heard a report that the changes were generally reasonable and would not impinge on academic and literary freedom as did previous proposals. It authorized a request to appear before the parliamentary committee.
- It endorsed a series of papers concerning freedom of information legislation.
- It endorsed representations to the federal government from its Economic Benefits Committee to raise the limits on contributions to pension plans.
- It heard a report that the membership was being canvassed as to whether or not CAUT should take a position in regard to SIN numbers.

In addition the CAUT Board discussed the question of Canadianization. CAUT President Israel Unger reported that the Minister of Employment and Immigration had requested CAUT to participate in a review of the government regulations in regard to academics and that the CAUT had accepted to do so provided that it could dissent if it did not agree with the majority. The Board instructed the Academic Freedom and Tenure Committee to handle complaints in this area.

The Board discussed a variety of internal financial, budgetary, and membership questions and decided to devote its June meeting to a detailed functional review of the workings of CAUT for the purposes of long-term budgeting.

Royal Alexandra Hospital

DIRECTOR FOR NORTHERN ALBERTA CARDIAC REHABILITATION PROGRAM

The Royal Alexandra Hospital and the University of Alberta invites applications for the position of Medical Director for the above program. This is a major regional program funded by the Alberta Heritage Trust Fund. The Director will be responsible for the Administration, Patient Care and Clinical Research. The University appointment and salary will be in accordance with experience and seniority. Experience in Clinical Cardiology and Cardiac Rehabilitation is desirable. The applicant should be eligible for license to practice medicine in Alberta.

Please send Curriculum Vitae and 3 references to:

Chief of Department of Medicine
Royal Alexandra Hospital Rm. 1106
10240 Kingsway
Edmonton, Alberta
T5H 3V9
Or Phone: (403) 477-9690

OISE, U of T reach agreement ending threat of separation

The University of Toronto has announced a new agreement of affiliation with the Ontario Institute for Studies in Education after six months of negotiations.

Last February, the university's graduate

studies council voted to sever connections with OISE but no final decision was made by the governing body of the university.

Shortly before the vote, a university task force reported that OISE's standards for admission, grading and teaching could not be guaranteed equal to those in the rest of the university.

Problems cited included part-time teachers who were inadequately qualified, students with "marginal or submarginal grades" and an unusually high number of A grades. It also said that OISE had become so large it was virtually autonomous.

OISE has a third of the university's masters' and doctorate students.

Under the five-year agreement, a newly established joint council on education will monitor existing education programs and make recommendations regarding the admission of students and faculty appointments. The council will be made up of six OISE members and nine university members.

The agreement also contains an evaluation procedure. "If we find that little has been accomplished in that time (five years), the agreement might not be renewed," James Ham, president of the university, said.

When asked whether the agreement resolved the controversy over standards, OISE director Bernard Shapiro refused to comment.

Mr. Ham said that "the original memorandum outlining the function and relationship of OISE to the university appears to have been written hastily by someone on the back of an envelope some afternoon. It's not a surprise that the tensions came up when they did."

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LETTERS LETTRES

Seminar, Dr. Victor Brailovsky has been arrested. World-wide protest has kept the Soviet authorities from actually charging the leader until now.

Nobel Laureate, Gerhard Herzberg, has protested in the name of Canadian scientists. The Presidents of the Canadian Mathematical Society, the American Physical Society, the Association for Computing Machinery, the Institute of Electrical and Electronics Engineers, and the National Academy of Sciences (Washington) have protested. In France nearly 300 scientists, including 3 Nobel Laureates, in England more than 100 Fellows of the Royal Society, including 4 Nobel Laureates, have protested.

In the belief that their voices will discourage the Soviet Authority from actions that imperil cooperation between Canadian and Soviet scientists and scholars, academics and others in all Canadian universities, hospitals and other institutions have been invited to sign a request addressed to the Soviet Authority asking for freedom for Dr. Brailovsky and asking that the Moscow Seminar not be suppressed. Those wishing to join their names to this request, may indicate this to: Canadian Committee of Scientists and Scholars, Chairman Eric Fawcett (Professor of Physics at the University of Toronto) at the address: 39 Elm Ridge Drive, Toronto, Ont. M6B 1A2.

Israel Halperin
Department of Mathematics
University of Toronto

Saga of the Birds

For those contemplating retirement, the following letter may be inspirational. Ed.

A few years ago, when we moved to Costa Rica (bag, baggage, pets, grandmother, teenagers and all), I promised to

write you about our adventures. But I have been so busy living, I haven't had time!

However, today, while listening to the news...gloom, unemployment, energy crises, wars...it occurred to me your readers might enjoy the Saga of the Birds. So, here I am, pen in hand....

Just like Columbus, we have "discovered" South America. We are now in Colombia (a democratic republic, known for its respect of human rights) where, for the first time in many years, we can walk the streets with little fear, while enjoying a cost of living among the lowest in this hemisphere.

It all began when we found a lovely, old coconut plantation on the Caribbean Sea. And, to complete its unique setting, when we looked away from the Sea we saw, towering over everything, 19,000 feet high and snow-capped the year round, majestic Mount Colombus. We knew instantly...we were home!

It may be hard to believe...hundreds of waving, green palms, blue sky and Sea, pounding surf, golden sand, snow-capped (and skiable) peaks...but it is all here, on the Pan American Highway near Santa Marta, the oldest (456 years) city in all of the Americas.

So, we have a new love: our beach and home in Colombia. We feel we have found something excitingly different and, being human, we have to share it. (We are in retirement, have dared to dream, and are making it come true. Sometimes difficult...but never boring!) You may, if you wish, write us by international air mail (35¢ per half-ounce) at P.O. Box 5222, Santa Marta, Colombia. It may take a little while, but we promise to answer each and every letter.

Now, from beautiful Santa Marta, we wish you salud (health), dinero (wealth) and much amor (love)!

Juanita Bird
(Mrs. Lewis Bird)

Medical Research Council gets 22.3% increase

Miracles never cease

by Robert Willes

How nice to be proven wrong! The original pessimistic view shared by many of us involved in lobbying the federal government for increased funding for research and development in Canada appear to be unfounded (see "Will the Feds Flip-Flop on R&D", April, *CAUT Bulletin*). Based on the meager increases in funding of the granting councils as projected in the federal government's Main Estimates tables in the House of Commons in February this year, the future for research and development in this country looked grim indeed. Then came the surprise announcement by Minister of Health and Welfare Monique Bégin that the Medical Research Council (MRC) would receive a whopping 22.3% or \$17.4 million increase in funding for fiscal year 1981/82. Based on the reactions of Madame Bégin and of Dr. René Simard, the then President of the MRC, they were also surprised by the large increase in funding. I am sure that Dr. Simard will be wearing that smile for months to come!

What accounted for the dramatic change between the Main Estimates and the final level of funding received by the MRC? I doubtably, the application of what is known in Ottawa as "the political input"

accounts for the major difference between the proposed level of funding in the Main Estimates and that finally awarded by the Cabinet Committee. The important lesson we should take from these events is that the elected political representatives *can* and on occasion do override the advice of their bureaucrats... mark another point for democracy!

The series of events that led to the 22.3% funding increase for the MRC serves to emphasize the fact that lobbying is a worthwhile activity. The concerted efforts of many individual biomedical researchers and various officials of the many learned societies and so-called "lay" organizations across Canada had a major impact on the Social Development Committee of the Cabinet. These people are to be congratulated on a job well done. Let us now hope that the efforts that are currently underway to "encourage" the politicians to loosen their purses for the Social Science and Humanities Research Council and the Natural Sciences and Engineering Research Council will be equally successful!

Dr. Willes is Executive Secretary for Science Policy, CFBS.

Govt takes action on EPF

The federal government has announced the establishment of a 7-person parliamentary task force to study the Established Programs Financing legislation. The group's findings will be utilized in the federal government's re-negotiations with the provinces.

The composition of the task force is as follows:

- Herb Breau, Liberal, Gloucester, N.B. (Chairman)
- David Weatherhead, Liberal, Scarborough West
- Bernard Loiselle, Liberal, Verchères
- Hal Herbert, Liberal, Vaudeville
- Don Blenkarn, P.C., Mississauga South
- Blaine Thacker, P.C. Lethbridge-Foothills
- Bill Blaikie, NDP, Winnipeg — Birds Hill

The committee's terms of reference state that it shall study programmes under E.P.F. (Medicare, Hospitalization and Post-Secondary Education) and that it shall report by June 26, 1981. In addition, the task force will study the equalization programme, the tax collection agreements between the federal government and the provinces, and the Canada Assistance Plan. The study will take place within the context of the government's expenditure plans as set out in the October 28, 1980 budget — the calling for savings of \$1.5 billion from the federal transfers part of the social

development envelope.

In discussions with committee members, the CAUT has learned that the task force will start to hear briefs by late April or early May, with a deadline of May 15, 1981 for submission of briefs. It will probably be holding sessions in each provincial capital and the N.W.T., but not all groups who submit briefs will be called to testify before the committee. There is some feeling that the June deadline for the report will have to be extended several months.

During this same period, the government will continue to develop its policies for the re-negotiation of E.P.F.

Reports, briefs and option papers are being prepared by a number of departments and interdepartmental groups for submission to Cabinet committees, and the full Cabinet and the government should have a clearer idea of its direction by mid- to late May.

In addition, the federal government has already begun preliminary negotiations with the provinces to try to get agreement on the data base. This is likely to be a contentious matter.

It is still not too late to send letters to Cabinet ministers, your local M.P. or to the Prime Minister, expressing concern about the effects of the possible cutbacks and the lack of careful study of the effects of any change on the university system.



ROYAL ONTARIO MUSEUM

Lands of the Bible Archaeology Foundation

Wanted: Curator for the Lands of the Bible Archaeology Foundation collection (ancient Near Eastern, Egyptian, Roman, and early Christian art), Toronto.

Requirements — Ph.D. or near completion of, from a specialized department in ancient Near Eastern and classical art history; knowledge of the Bible; curatorial experience, archaeological field work in the Near East.

Applications to be sent to:

LBAF, c/o West Asian Dept.,
ROM, 100 Queen's Park,
Toronto, M5S 2C6



June 3 is Census Day Count yourself in

Sexual harassment guidelines adopted by CAUT Board

Interim guidelines on sexual harassment were adopted by the CAUT Board at its March meeting.

The guidelines — "The Abuse of Professional Authority: Sexual Harassment" — are an appendix to the "CAUT Guidelines on Professional Ethics and Professional Responsibilities" (CAUT Handbook, 3rd edition, 1979). They will be debated at the May Council meeting where the Board will be asking the Council members to make these interim statements permanent.

The guidelines were drawn up by a sub-committee of the CAUT Academic Freedom and Tenure Committee in response to concern over the apparent increase in incidents of sexual harassment in the universities. Awareness of the problem in society at large also called for a more explicit reference to the obligation of faculty members in their relations with students and colleagues.

The interim guidelines are as follows:

CAUT GUIDELINES ON PROFESSIONAL ETHICS AND PROFESSIONAL RESPONSIBILITIES

APPENDIX II

Abuse of Professional Authority: Sexual Harassment

1. Harassment on the basis of sex is a violation of the CAUT Guidelines concerning Professional Ethics and Professional Relationships. Sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic status or academic accreditation, (b) submission to or rejection of such conduct by an individual is used as the basis for employment, academic status or academic accreditation decisions affecting such individual, or (c) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or academic environment.

2. The determination of whether alleged conduct constitutes sexual harassment and whether these Guidelines have been breached depends on the record as a whole and on the totality of the circumstances such as the nature of the sexual advances and the con-

text in which the alleged incidents occurred, and such determination must be made from the facts, on a case by case basis, by due process procedures.

3. These principles on sexual harassment apply to supervisory relationships of an academic, counselling or administrative character to which students, academic staff, support or administrative staff or other members of the university community are subject.

4. These principles are not intended to inhibit normal social relationships or freedom of expression which are in accord with professional ethics as set out in the CAUT Guidelines concerning Professional Ethics and Professional Relationships. Sexual interaction between consenting adults is a basic human right. However, individuals involved in or entering into a sexual relationship with a consenting adult who is or who is about to be subject to them for the purpose of evaluation or supervision are advised to terminate or to decline their supervisory or evaluation role in that instance by arrangement with the proper authorities.

5. Since a finding of sexual harassment may result in disciplinary action, individuals must be entitled to have the matter adjudicated by a properly constituted tribunal within the normal grievances and arbitration procedures of collective agreements and faculty handbooks. In the case of a successful appeal, all reference should be removed from the individual's personnel file but the tribunal should keep a record in an appropriate archive in order to prove the existence of the judgment if the individual finds this necessary.

6. A finding of sexual harassment shall be by a properly constituted tribunal and subject to such remedies or penalties as may be determined to be commensurate with the nature and circumstances of the offence. As in other disciplinary actions, suspension is not an appropriate remedy unless it is used as a preliminary to procedures toward dismissal for cause where there is a clear and present danger to the university or to individuals within it. In the event of suspension, salary and economic benefits must be continued until a final judgment is rendered.

7. The university should have a clearly publicized procedure for receiving complaints of sexual harassment and for adjudicating them through the procedures in collective agreements or faculty handbooks as negotiated by faculty associations.

Faculty member dismissed for sexual harassment

A three-person arbitration board at Acadia University has unanimously upheld the dismissal of a faculty member in the School of Recreation and Physical Education for making numerous improper sexual advances over several years towards female students.

The board of arbitration reviewed considerable evidence from, among others, former students of Professor Richard Hunt.

The board concluded that it believed the

evidence of the students and found that Professor Hunt had telephoned the students late at night to ask them out, had invited them to engage in various forms of sexual activity, and had on occasion made physical advances.

The board further concluded that the conduct provided cause for dismissal. It did not explain the basis on which it came to this conclusion and Professor Hunt is seeking to have the decision set aside in the courts.

UNIVERSITY OF SASKATCHEWAN DEAN OF EDUCATION

Applications and nominations are invited for the position of Dean of Education with the appointment to be effective September 1, 1981, or as soon thereafter as possible but not later than January 1, 1982. The initial term is normally for five years and may be renewed by mutual agreement.

The College of Education consists of seven departments and other academic units in the areas of administration, communication, continuing education, curriculum studies, exceptional children, foundations, psychology, Indian and Northern education, vocational education and industrial arts. The College offers several types of programs leading to the Bachelor of Education degree for elementary and secondary teachers, and a program leading to a Bachelor of Music in music education. Graduate degree programs and post graduate diploma programs are offered in most areas.

Full-time enrolment for 1980-81 is about 1,550 undergraduates and 80 graduate students. About 2,500 additional part-time students are registered in day time, evening, off campus, intercession and summer session programs. The University has approximately 10,000 full-time students registered in fourteen colleges and three schools.

Applicants should have an established reputation as an academic scholar and teacher, and the necessary professional and administrative experience and skills to provide leadership for the continuing development of the academic programs within the College.

Nominations and applications with complete resumes will be accepted until May 30, 1981 and should be submitted to the Secretary at the following address:



Mr. N. K. Cram
University Secretary
University of Saskatchewan
Saskatoon, Saskatchewan
S7N 0W0

Journalism professors suing female students

Two Carleton University journalism professors are suing three women students for libel and slander in response to the women's allegations that some students were sexually harassed by unidentified male professors.

Associate professors Robert Rupert and Brian Nolan have filed the suit in the Supreme Court of Ontario against Debbie Woolway, Maureen McEvoy and Susan Dusel, whose allegations at a news conference were printed in newspapers and carried on news broadcasts.

The women would not give details other than descriptions of incidents related to them by other women students, and critics later said that by not specifying which professors the allegations are against, the women had indicated all 19 men teaching in the journalism faculty.

The women who made the charges are all graduate students in the school's one-year Bachelor of Journalism program, and at least two of them took their charges to Naomi Griffiths, Carleton dean of arts.

Complaints ranged from professors calling students "sweetheart" to physical assault and demands for sexual favours accompanied by references to grades, the

women alleged.

After the news conference, Mr. Rupert and Mr. Nolan hired a lawyer, and through him asked the three women to sign a statement saying the two men are not among any professors that might have been referred to at the news conference. The women, acting on legal advice, refused. They repeated in an answering statement that the offenders make up a minority of faculty members.

At a meeting with other women students, the three defended their action, maintaining that sexual harassment has existed for years in all university departments.

Miss Woolway said she and her two colleagues "are going to defend ourselves" in the legal action, but "we're much more concerned with sexual harassment than with litigation."

This is believed to be the first time in recent years that professors have actually served legal actions against their students.

Legal action was threatened by professors at the University of Ottawa and Laurentian University.

Carleton's school of journalism has about 600 students, about two-thirds of them women. There are 24 teachers, five of them women.

AMNESTY INTERNATIONAL

by William Bryant

A.I.'s urgent action network

Amnesty International works on behalf of prisoners of conscience who have been arrested or detained by their government because of their race, ethnic background, beliefs, sex, language, colour or religion provided they have neither used nor advocated violence. Amnesty also has major programmes against torture and executions as well as a general mandate to work for fair and speedy trials of such persons. Persons may be adopted or investigated as prisoners of conscience, and this work takes often a great deal of time and expense, but it is important that Amnesty rely on a foundation of accuracy in order to express its concern.

However, when persons are arrested or detained, their life situations may immediately and seriously be threatened. They may face torture which often takes place within three or four days of any arrest. In the course of their detention or imprisonment, their health may seriously deteriorate or they could face the ultimate punishment of execution. In such cases, time is of the essence, and in such cases, Amnesty International can still express its concern via the medium of its Urgent Action Network.

Urgent Action appeals developed out of Amnesty's Campaign Against Torture (CAT), but over the past few years the subject of such appeals have come to include disappearances, health concerns, death penalties, legal concerns as well as torture and other issues.

When a person is arrested and if the information gets to London, England, A.I.'s international headquarters where the research is conducted and decisions are made regarding prisoners of conscience, and if the situation of a person warrants more immediate help, then an Urgent Action appeal is prepared and sent out to National Sections around the world by telex or by air mail special delivery.

In Canada, such appeals are received by the Urgent Action Coordination Group, at present working out of Toronto. It is their responsibility to copy the appeals and send them as quickly as possible to A.I. members registered in the network. Not all appeals go to every member, for the group can receive 25 appeals or more per month, and generally a member would receive about two appeals per month.

The appeal contains specific information related to a person's or persons' situations as well as background information in general. The appeal also contains a recommended action and the names and addresses of heads of governments or other persons to whom appeals should be addressed.

Appeals move out in three waves

Upon receipt of an appeal, a member is requested to send out a cable, a telegram or night letter in line with the recommended action to the person or persons listed in the appeal. Certainly the effort of the member depends on his or her own resources, but while cables may be expensive compared to an air mail letter, immediacy is again of prime importance, for a person's life may be at stake.

Generally, the appeals move out from members of Amnesty in three large waves. Sections which receive the appeals first (perhaps because they receive them by telex or the mail service and distribution process are more efficient) begin to send out their cables and telegrams, which constitute the first wave. Sections, such as the one in Canada, which tend to receive the appeals a little later, are part of the second wave. Finally, some sections, such as the one in India, which may receive their appeals last of all, make up the third wave of Urgent Action appeals.

While this kind of action may take up to six months and while some think that this qualifies somewhat the term, "Urgent!", these waves are very essential. When a government begins to receive a whole series of appeals in the form of telegrams or cables, they are certainly made aware of a situation, but without the second and third waves, a government might be tempted to forget about the situation or continue in the same mold.

Granted, there are cases which are frustrating where appeals seem to get no response from a government, but even if a person should suffer the ultimate end of death, the appeals are telling governments that someone knows what is going on and that people care and are concerned. Moreover, these incidents are not isolated cases but tend to reflect general trends in a country. Nevertheless, while Amnesty International does not take full credit for improvement in situations or releases, statistics relating to a period from 1 May 1978 to 30 April 1979 show that out of a total of 217 appeals, A.I. learned of 52 prisoner releases and in three other instances situations improved, and the odds are becoming better for such persons. They do so because of increasing publicity and they depend generally on increased participation in this kind of work by concerned individuals.

This general outline and description do not bely the personal tragedy facing individuals who are repressed by their governments for their beliefs and non-violent activities. An example will demonstrate this point.

Pressure ends in personal tragedy

In September 1979 A.I. issued an appeal on behalf of adopted prisoner of conscience Yong Ah Chit, former President of the Chinese Language Society of the University of Malaysia. Mr. Yong had been detained since 1975 under the Internal Security Act and was being held without trial in the Taiping Detention Camp. A.I. had received reports that Mr. Yong was showing the effects of severe mental stress resulting from his detention for more than four years and there was concern that his continued detention would lead to a further, and possibly irreversible, deterioration of his mental health.

Subsequent reports received by A.I. indicated that Mr. Yong's condition was worsening, aggravated by the fact that, as is common practice in Malaysia, considerable pressure was exerted on him to make a public "confession" of his alleged subversive aims. This pressure continued even after Mr. Yong consented to sign a pledge that he would in future refrain from all political activity.

A.I. learned recently that Yong Ah Chit committed suicide in July 1980 shortly after being released from Taiping Detention Camp. (His case was included in the article for the May 1980 CAUT Bulletin.)

Under the Malaysian Internal Security Act a person may be detained "with a view to preventing him from acting in any manner prejudicial to the security of Malaysia". A person detained under this legislation may be held indefinitely without trial under successively

renewable 2-year detention orders at the discretion of the Minister of Home Affairs. About 1,000 people faced a similar situation to Mr. Yong, while the Malaysian government did not establish or even claim that there was evidence that these prisoners have committed any criminal offence.

Amnesty International made the case of the late Mr. Yong the subject of another Urgent Action Appeal (dated 14 October 1980) as a follow-up, in which UA participants were asked to express regret at the news of Yong Ah Chit's suicide, to refer to their earlier appeals for his immediate release on the grounds that his mental condition was seriously disturbed, and to state that the treatment of people held under the Internal Security Act not only contravenes internationally recognized standards but also may, as in the case of Mr. Yong, threaten their physical and mental well-being.

Moreover, members were also asked to urge the Malaysian government to repeal the Internal Security Act which allows indefinite detention without trial, to abandon the practice of requiring "confessions" either as condition of release or as a justification for continued detention, and immediately to improve medical facilities available to people held under the Internal Security Act. Appeals were to go to Malaysia's Prime Minister, and the Minister of Home Affairs, with copies to the Acting High Commissioner of Malaysia in Ottawa.

These follow-ups are important and instances, called stop-actions, also occur where persons in the network are asked to cease their activities on a case because A.I. has learned of a release, or a person has been found (who was considered disappeared), or other conditions of the appeal have been met or other information learned.

For that reason, people interested in participating in such work are asked to be registered as A.I. members so that good lines of communication may be maintained, especially where follow-ups or stop-actions are involved.

Persons interested in receiving more information on Amnesty International or in participating in the Urgent Action Network may write to:

Amnesty International Canada
2101 Algonquin Ave.
P.O. Box 6033, Stn. J.
OTTAWA, Ont.
K2A 1T1

Delegation barred from Embassy

A delegation of Canadian scientists and scholars, calling for freedom for scientists imprisoned in Uruguay and the U.S.S.R., was barred by police March 27 from entering the Uruguayan Embassy. The group was received at the Soviet Embassy, but by two counsellors and not by the Ambassador as requested.

The delegation, led by Senator Eugene Forsey and Nobel Laureate Gerhard Herzberg, was authorized to speak for 2,000 Canadian university scientists, scholars and medical doctors. It included representatives of the Canadian Mathematical Society and the Canadian Association of University Teachers.

The government of Uruguay had been asked to give freedom to Professor Jose Luis Massera, who was seized and tortured for political reasons more than 5 years ago. Professor Massera has been in prison since then. Now more than 65 years old, Professor Massera is esteemed by the international mathematical community not only for his original research in differential equations but also because as the pioneer modern mathematician of Uruguay, he, almost single-handedly, built its present school of university mathematicians. On March 25, 1981 he was awarded an Honorary Degree by the University of Nice, France and as soon as his government allows him to leave, he will be appointed Professor of Mathematics by the University of Paris.

The Government of the U.S.S.R. had been asked to give freedom to:

- Anatoly Shcharansky, a computer scientist who was victimized in a notorious trial which had the obvious purpose of terrorizing all Soviet citizens who might think of criticizing their government;

- Viktor Orlov, a physicist of international renown, who was given an inhuman prison punishment for his naive courage in sending a critical letter to the President of his own country;

- Viktor Brailovsky, whose crime was that he directed a purely scientific seminar to enable those who had been barred from state scientific institutions, to stay alive as scientists. The Soviet security police

resented the fact that this non-state seminar was attracting world famous scientists who happened to be visiting Moscow;

- Andrei Sakharov, distinguished physicist and Nobel Peace Laureate. Dr. Sakharov has been put illegally in police-controlled isolation in an out-of-the-way town of Gorki to prevent him from communicating with non-Soviet media. Since then, Dr. Sakharov received the extremely rare honour of election to the French Academy.

Telegrams urging the two Ambassadors to give serious consideration to this delegation had already been sent by: Paul Godfrey, Chairman of Metro Toronto; by Clifford Pilkey, President of the Ontario Federation of Labour; by Dennis McDermott, President of the Canadian Labour Congress; by Sam Fox, Co-Director of the Amalgamated Clothing and Textile Workers' Union; by Professor Israel Ungar, President of the Canadian Association of University Teachers; and by Professor Peter Lancaster, President of the Canadian Mathematical Society.

At the Embassy of Uruguay, the English-speaking Ambassador would not receive the delegation, even though he had been advised personally by telephone the day before that the delegation would be satisfied with a five minute reception. Instead he sent a policeman to bar the front door and an emissary who could not understand a word of English to receive a written statement handed over by the delegation.

The delegation was received at the Soviet Embassy not by the Ambassador but by two counsellors. The counsellors asserted that Brailovsky, Orlov and Shcharansky were criminals and Canadians ought not to interfere with their legal punishment. The counsellors protested at length that the Soviet Union was constantly misrepresented in the Canadian press, that the delegation did not have a correct attitude, and that there should be more talks. The delegation expressed its concern to remove serious obstacles to cooperation between scientists and scholars of our two countries and that Canadians would judge the Soviet Union by its actions rather than by its statements.

Job prospects report paints a bleak picture for college graduates

by Julia Turner

A Statistics Canada report on employment prospects paints a bleak picture of the job market for recent university and college students.

The 509-page report, released yesterday, says many feel they are under-employed, are accepting jobs unrelated to their field of study, wish they had chosen to enter a different field, and intend to return to school for further education.

The nation-wide study, the first of its kind, surveyed 45 per cent of the 97,000 crop of 1976 community college and university graduates to determine what they were doing two years later.

The main findings:

- One-quarter of college graduates and more than one-third of university graduates said they were under-employed; that is, doing jobs for which they were over-qualified;
- 42 per cent of university graduates and 66 per cent of college graduates had jobs directly related to their studies;
- One in four of those surveyed regretted the choice of course taken;
- 45 per cent planned further post-secondary studies;
- The men were earning substantially more than the women, often for similar work.

The study found a 8.2 per cent unemployment rate among university graduates and 6.7 per cent among community college graduates. Fewer than 13 per cent of both groups said they were dissatisfied with their jobs, but almost a quarter said they intended to leave the job within three months.

The average salary for university graduates at June, 1978, was \$15,200, compared to \$12,300 for the community college graduates.

The average man was found to earn \$2,000 more than the average woman. This income gap was greater at the college level than among university graduates, and at its widest among those employed by the federal government.

The findings of the Statistics Canada study differ significantly from those of an Ontario Ministry of Education study on employment of 1979 university graduates 18 months after they left school.

That study, released a few months ago, reported a 4.9 per cent unemployment rate among graduates of Ontario universities, and found that 72 per cent had work related to their university studies.

However, more said they felt under-employed (40 per cent) and a little more than two-thirds were satisfied with their jobs.

The Statistics Canada report notes that

"the hard reality of today's labor market is a rude jolt to many graduates fresh out of college or university. Disappointment may run high during the first few years after graduation."

It points to fields that offer bright employment opportunities: engineering, teacher training, most health disciplines, business, computer science and some technologies.

Graduates who fared worst were those with degrees or diplomas in fine and applied arts, the humanities, social sciences and some of the sciences.

Community college graduates were better off than their university counterparts in all respects except salary. Fewer were unemployed, under-employed or had unrelated work, but on the average they were earning \$3,000 less.

The study presents a few surprises. One is that 1976 education graduates had pretty good luck in finding well-paid, satisfying jobs in their own field despite declining elementary and secondary enrollment.

The second is that although many post-secondary students are tailoring their studies to obtain lucrative and satisfying jobs, or wish they had done so, for some money does not seem to be important.

The study found that philosophy graduates had the highest under-employment rate (63 per cent), and the highest unemployment, and low salaries, but they were surprisingly satisfied with their pay.

University graduates with the best employment results were physicians, dentists, lawyers, engineers, computer scientists, teachers, managers and pharmacists. About half of the graduates fell into these categories.

College graduates with the most positive job experiences were technicians and technologists, nurses and computer workers.

An interprovincial comparison in the study showed that Ontario lost the most university graduates to greener fields, and Alberta and British Columbia attracted the most. Newfoundland seemed to offer the best all-round job picture, with Saskatchewan a close second.

Ontario lost the most community college graduates, and British Columbia gained the most. By almost every measure, college graduates fared worse in Ontario than the national average.

Reprinted from THE GLOBE AND MAIL.

NATIONAL NOTES

by Jill Greenwell (Relations with Government Officer)

Not exactly a royal commission

The federal government has established a seven-member special parliamentary task force to study the federal-provincial fiscal arrangements, and to find ways of implementing the financial restraints outlined in Allan MacEachen's budget of October 28, 1980. Under the chairmanship of New Brunswick Liberal, Herb Brau, the committee will examine a number of programs which fall under the Federal-Provincial Fiscal Arrangements and Established Programmes Financing Act (1977), including fiscal equalization, the tax collection agreements, the Canada Assistance Plan, and Established Programmes Financing (which covers post-secondary education). A report is expected no later than June 26, 1981. The CAUT will be appearing before the task force.

Quebec imposes higher fees for foreigners

Quebec has announced that foreign students will in future pay 60 per cent of the average per-student cost of post-secondary education. University tuition fees for 1981-82 will rise to \$4,128 while those for CEGEPS will be \$2,760. For foreign students already registered in programmes, tuition fees will increase by only \$1,000 to \$2,500 for the next academic year and will continue to rise by \$1,000 per annum until they reach the 60 per cent of cost level. Students who were subject to the differential fees in 1978 will not, however, be affected by the new policy. A number of categories will be exempt from the higher fees, including refugees, dependants of foreign representatives in Canada, those in Canada on exchange programmes approved by the Quebec government, as well as students who designate the French language and Quebec literature as their field of study.

Compulsory retirement investigated

The Manitoba Government has launched an inquiry into the issue of compulsory retirement. The investigation will include the pros and cons of revising the human rights act — which among other things, prohibits discrimination in employment because of age — and other legislation which has a bearing on the issue. The inquiry will hold public hearings. The province's Human Rights Commission called for the establishment of such an inquiry earlier this year "in view of the many implications and ramifications attending the legislation in recent judicial and tribunal decisions in Manitoba."

El Salvador

The CAUT protested the unprovoked acts of violence by government forces against university officials in a telegram to El Salvador president Napoleon Duarte. Although most of those detained have now been released, some seven or so university personnel will be facing trial some time in the future.

A cultural review

The CAUT Board has endorsed a submission to the federal Cultural Policy Review Committee written by John Fekete and A. Wernick of Trent University and Donald Savage of CAUT. The brief deals with a number of issues, including the improvement of cultural literacy, the importance of research funded by the Social Sciences and Humanities Research Council, and the reconciliation of academic and artistic freedom with the accountability of public funds. The brief also promotes the development of a Canadian book industry and the maintenance of the current system of university presses. It also addresses problems relating to scholarly publishing, the need for more translation assistance, the impact of discriminatory postal rates on Canadian scholarly periodicals, and the need for a revised copyright act which protects the interests of Canadian creators.

Openness supported

The CAUT Board at its March meeting decided not to support a joint petition by the Social Sciences and Humanities Research Council and the Natural Sciences and Engineering Research Council to the federal Justice and Legal Affairs Committee currently considering the Access to Information Act (Bill C-43). The petition calls for the exemption of the peer review procedures from the provisions of the act because of a fear that if reviewers' comments and names were available to grant applicants, there would be less candour in their assessments, and foreign reviewers would refuse to undertake such work.

Improved book ordering

A year-long study into the Canadian-owned book ordering system has been concluded by the Distribution Task Force of the Book and Periodical Development Council. Funded by the Secretary of State and conducted by Peat Marwick and Partners, the study's most significant recommendation calls for the preparation of a comprehensive file of all books available in Canada from Canadian sources on microfiche which would be available to bookstores and libraries at a nominal cost. The microfiche data base would be used in combination with WATS lines and standardized industry systems to make instant book ordering possible anywhere in Canada. An agency to administer the system is now being formed and will be owned by the Association of Canadian Publishers, the Canadian Book Publishers' Council and the Canadian Booksellers' Association.

Book publishing conference

The Association of Canadian Publishers and the Writers Union of Canada are planning a comprehensive conference on book publishing in Ottawa. Some of the problems to be considered will be the record number of unsold books stores are returning to publishers, public and school libraries buying fewer books, cutbacks in the staff of publishers, the impact of the three major bookstore chains on the independent bookstores, the difficulty small literary publishers face in getting stores to carry their books, and writers earning less. The organizers hope that once the problems have been clearly delineated, the federal government will establish a special committee to follow up the conference findings.

Patent Act Revisions

Amendments to the federal Patent Act may be introduced before summer. It is expected that the government will invite public comment in a series of cross-Canada seminars and then refer it to a parliamentary committee after second reading where it is hoped the proposals will get a full airing. If the general reaction indicates that changes to the proposals are necessary, the legislation will probably be allowed to die on the order paper. In that case, a revised bill will be introduced and referred to a parliamentary committee at second reading in order to give interested groups another opportunity to express their views. It is unlikely that this process will produce a new patent law before 1983.

CRIAW Conference WOMEN'S CULTURE

The Canadian Research Institute for the Advancement of Women (CRIAW)/L'institut canadien de recherches pour l'avancement de la femme (ICRAF) is holding its annual conference in Halifax, N.S., November 13-15, 1981. The theme will be "Women's Culture", and we are calling for abstracts/proposals (250 words) addressing this concern. La conférence annuelle dont le thème sera "La femme et la culture" aura lieu à Halifax les 13-14-15 novembre 1981. Veuillez penser à soumettre un résumé qui traite cet aspect. Submissions and further information: CRIAW Conference 1981, Institute of Public Affairs, Dalhousie University, Halifax, Nova Scotia B3H 3J5.

MOSST Minister gives straight answers to R&D proposals

During December of last year, the Canadian Federation of Biological Societies lobbied parliamentarians with regard to the research and development policy for Canada. In answer to its proposals, the CFBS received the following comments from the Minister of State for Science and Technology, John Roberts. The federation's proposals are in bold print; Mr. Robert's responses are in regular print.

General

There is an urgent need for a comprehensive Canadian Science Policy, of which the plans of the granting councils form but a part. It must be updated regularly.

The planning framework announced on January 19 is a first major step in the development of a comprehensive R&D plan for Canada. This framework needs to be developed more fully and in particular R&D areas of importance to Canada need to be identified and programmes developed. As a step in this direction, the plan allocates on a tentative basis the additional funds called for by the planning framework to each of the major R&D roles supported by the federal government. The allocation calls for 21% of the funds to be spent in support of university research, 32% in support of mission-oriented R&D and 47% in support of industrial R&D.

The plans of the granting councils should form part of the overall plan and we are endeavouring to have them accepted on this basis. The government is in many areas of industrial R&D moving towards the development of longer range plans. Examples are the three-year energy plan and the five-year space programme. MOSST is studying the report of the Task Force on Biotechnology and this could also lead to the elaboration of a five-year plan. We intend to take similar initiatives in other areas in the near future.

We also agree that this planning framework should be updated regularly.

Such a policy must address scientific activities not only in universities and institutes, but in industry and in government. Comments made above also apply to this point.

There must be a routine method of consultation on Science Policy between government and the elected spokesmen for the research community.

We agree in principle with this proposal. The difficult question is to find the most appropriate mechanism. A general advisory body might be of some assistance. There is a greater need to have scientific knowledge and information bear more heavily than they do now in the formulation of policies in areas of national concern. This cannot be done unless the consultative process involves specialists who also have a broad interest in public policy. This kind of approach would call for more than one consultative group or advisory group.

Within such a policy must be implicit the goal of reaching the same level of scientific effort as exists in other Western industrialized nations.

The current government plan to proceed from 0.9% of the GDP to 1.5%, by 1985 will still leave us well below the level typical

of the nations with which we normally compare ourselves.

We also agree with this proposal. Unless we raise the level of our R&D expenditures to the same level as those in other industrialized countries which compete with us for world markets, we cannot expect to maintain a healthy economic and industrial structure. The target of 1.5% to be reached by 1985 has to be regarded as an interim target, as a point through which we must pass in order to reach a higher level of R&D expenditures. If we set the target at more than 1.5%, we must also, to be realistic, lengthen the time period over which it is to be attained.

Government Scientific Activities

Scientists in Canadian government laboratories must have adequate operating costs for research. In some areas, tight budgets are so consumed with salaries that there is little left for carrying out research.

We agree with this proposal. Indeed the allocation to mission-oriented R&D of one-third of the additional funds under the planning framework was intended to meet this point.

Private Sector

Tax exemptions, tax credits and direct grants to industry, as well as the levying of special taxes where appropriate, should be used in the private sector to insure that R and D is carried out in Canada, and further:

- To insure that technology transfer — the transmission of new knowledge and techniques from the research labs into industry and into a final marketable product — occurs in Canada, and
- to insure that it is as advantageous, in terms of taxation or cash flow, for a small company to contract out research to an existing research lab (most of which are in the universities) as it is for a large corporation to do research in house. Current rules may favour large corporations particularly.

We do already have of course, a number of policy instruments designed to strengthen industrial R&D in Canada. The tax incentives for R&D which are among the most generous in the world are particularly helpful to large companies doing research and which have a taxable income. However, they are of no use to small and medium-sized enterprises that may not yet be operating at a profit and therefore cannot claim the tax credits. For these companies, we do have direct grant programmes administered mainly by the Department of Industry, Trade and Commerce and by the National Research Council. The unsolicited proposal fund has also proven useful in giving small businesses a start. A number of line departments have industrial R&D programmes of their own as is in the case, for instance, of the Department of Communications for Telidon and Space. In such cases, where the technology tends to be very advanced, the public and the private sectors must work very closely together to achieve worthwhile results. As the planning framework points out, we use a wide variety of policy instruments. The most difficult task is the apportion of the available

resources among them in order to achieve optimum results.

On the question of technological transfers at the initiative of the Ministry, the PILP programme of NRC which was successfully designed to transfer the results of in-house research to the private sector was extended to other departments under the acronym of COPI (Cooperative Programme with Industry). MOSST also carried out a study of technology transfers based on eight projects of the Department of Communications. Its main findings were, not surprisingly, that the key factors in the success of technology transfer programmes are people working together towards common objectives. There is no doubt that we, in Canada, have much to do and much to learn about better means of cooperation between the public and private sectors. At the moment such cooperation is fairly difficult to achieve and this seems to be due mainly to a deep-rooted reluctance by both parties to commit themselves to longer term endeavours.

The second point about small companies contracting research is well taken. We will pass it along to the Department of Finance for consideration. It may be administratively difficult to control.

Granting councils

The independence of the granting councils shall be reaffirmed.

The independence of the granting councils is not at issue.

5-year plans for all granting councils, amended as the government deems appropriate, should be approved and in place by the end of fiscal 1980-81.

We are supportive of the five-year plans of the granting councils and are anxious to ensure that the councils have continuity in funding.

There should subsequently be a mechanism to add one year to each of these plans each year, i.e. trying to anticipate overall needs 4 years in advance.

In theory, we agree with this proposal, but in practice it may be difficult to be put into effect. Once a five-year plan has been approved, the government is hesitant to approve additional funds on a year-by-year basis without first assessing and evaluating how the five-year plan is being administered and whether or not it is reaching its objectives. As an alternative, therefore, it might be easier to agree that at the end of three years the Councils assess their experience under the plan and to prepare a further five-year plan for submission to the government at the end of the fourth year.

Treasury Board should construct and utilize a Science Index as an appropriate deflator for scientific expenditures rather than the IPIGNE or CPI. This influences more than just the granting councils but is crucial for them.

The construction of an index to deflate the budgets of the granting councils and of overall science expenditures is a highly desirable objective but a difficult and technically complicated one. For instance, in some cases, there are no deflators for certain items in the budgets of the councils and now data would have to be collected by Statistics Canada. Similarly, the composi-

tion of the budgets of each council is not the same and therefore it is doubtful whether a single index would be acceptable to all the councils. The construction of several indices, one for each council as well as for other research organizations could become a complicated undertaking as well as a costly one.

These are some of the reasons that have led the Treasury Board to look at the budget of the Councils each year and try to apply, on an item by item basis, appropriate adjustments after discussion with the councils.

Federal-Provincial Aspects of Science Policy

In the context of its transfers of resources for post-secondary education to the provinces, the Government of Canada must be assured by the provinces that the fraction of those resources used for the support of advanced research training will not be eroded. Only extensive use of actual training in the research environment will effectively meet the enormous demand for highly trained scientific personnel predicted by MOSST for the decade following 1985. This demand will be the sum of three principal influences:

- the retirement, before 1995, of a large fraction of present Canadian independent researchers,
- the increased demand for technical and scientific personnel in industry during the period that the private sector is attempting, through modernization and increased productivity, to recover from the current recession, and
- the increased demand for personnel resulting from the increase in overall R and D expenditures, as predicted by the Government of Canada.

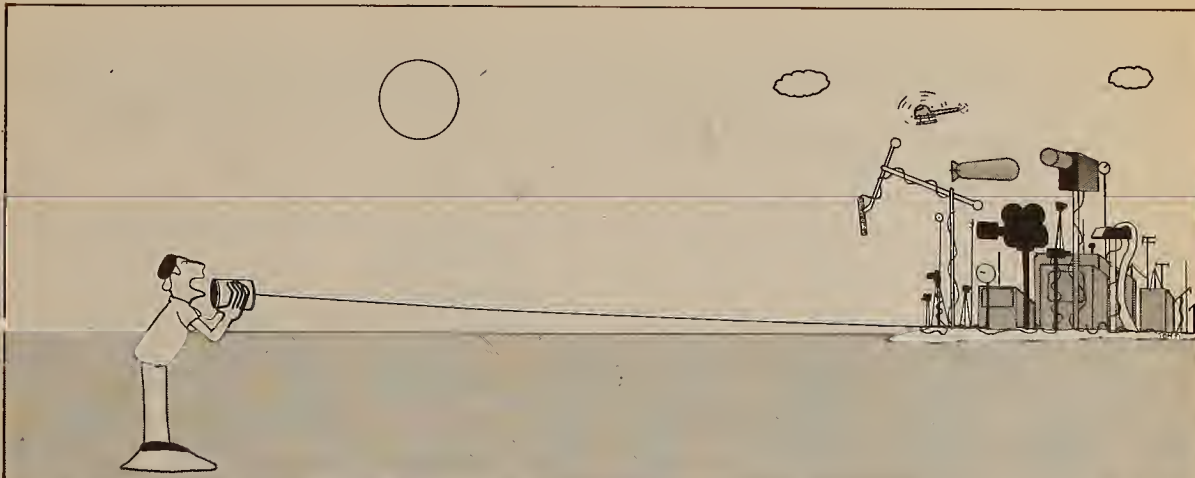
It must be remembered that the advanced training process normally takes about 5 or 6 years, beginning with the pool of students who already have a bachelor's degree.

In general, we agree with the point raised in this paragraph and it is perhaps one of the most forceful ones that can be advanced in support of five-year plans for the granting councils. The Established Programme Financing Act is currently under review and in the course of that review one of our main objectives will be to try to ensure that the research capacity of universities is not undermined.

The role of the Government of Canada and of national programmes in research must not become a decreasing fraction of overall Canadian public sector R and D.

The new involvement of some of the "have" provinces in this area must not be allowed to create R&D — poor ghettos in other areas. As well, the role of Canadian agencies in setting standards of excellence must not be lost or diminished; only nation-wide open peer review of research proposals guarantees that the resources will be used effectively.

We are not at all sure what is the rationale for this point. In most analysis of R&D in Canada, the point is made that the federal government's share of total expenditures compared to what is happening in other countries is too high and that the share of the private sector is too low. The planning framework announced on January 19th reflects this fact and the fraction of the total R&D expenditures in Canada financed by the federal government would fall approximately from 39% to 33% if the track reflected in the plan is adhered to. However, as a percentage of GNP, the federal share will increase from approximately 0.4% to 0.5%.



Tom McDonald

Third World countries are joining the battle to influence the shape of future world information growth

Good news from a far country

by Brian Taylor

"Knowledge itself is power."

Francis Bacon,
*Religious Meditations,
Of Heresies*

There is an ideological battle going on in the world over the control of information. Ostensibly it is about the freedom of journalists to gather and report news, and the freedom of the general public to get the news it wants.

Actually it is about information technologies and economic development. All countries want to be wired into the world so that they can immediately know what is happening, and can tap into the world's data banks.

This battle is being presented to us by the media as participants rather than observers. The squeals of the wounded and the bellows of the outraged are coming to us directly from those involved in the skirmish.

"Journalism 'thought control' goal of UNESCO conference" was the heading of a recent *Southam News* report which berated the "arrogance" of the "international bureaucrats, academics and third world autocrats who are pushing a new world information order" and (in this particular instance) trying to "devise licenses for the world's remaining free journalists".

These statements are typical of many recent North American news stories emanating from the World Press Freedom Committee, umbrella organization for some thirty groups like the American Newspaper Publishers Association and the (U.S.) National Association of Broadcasters.

On one side of the battlefield stand the third world countries who say that information about the world, including themselves, is dominated by the west, and by western ideas. On the other side stand the western countries. They harbour amongst themselves the giant international news agencies, like Associated Press; ownership of world-state enterprises like the UK Post Office; and multi-national corporations

dealing globally in communication services and products, from news magazines to feature films, like Time-Life Enterprises.

In the middle ground, swaying from one side to the other in tune with the political philosophy of the civil servants who run them, and the national membership which finances them, are the United Nations organizations concerned with information and communication: UNESCO, currently swimming with the third world; and ITU (International Telecommunication Union), drifting in a technological ebb-tide.

The battle over control of information has been going on for a long, long time. Paradoxically, during the '20s and '30s, it was the United States (personified by Kent Cooper, general manager of Associated Press) who led the fight against the then global monopoly of the giant European international news agencies (Havas and Reuter's).

It was AP who complained of a European bias in the news and neglect of North American interests, and who fought for access to the world's news.

Paradoxically again, in the post-World War Two years, it was the United States who was the prime mover in setting up the United Nations and its specialized agencies, and who imbued UNESCO with its "freedom of information" mission.

Today, UNESCO is aiding and abetting third world countries who accuse the western-based international news agencies of monopolizing the flow of news, of mainly handling news for or about the west, and of ignoring news of direct interest to these countries.

The list of complaints is a long one and mostly born out in fact. The international news agencies are mostly based in the west, are owned and managed in the west, are mostly staffed by westerners and mostly run for the benefit of western customers. The news is mostly about the west, or of interest to the west, and it mostly expresses western viewpoints and values. It is almost totally carried by western telecommunication facilities. The flow of news is mostly between western countries or directed to them. Conversely, there is very little news carried in the reverse direction, in fact there is very little about the developing countries and those regions of the world. The news itself

is of the kind that we are familiar with in our newspapers and broadcasts, and there is very little "development" news which third world countries say they want.

This kind of distorted news flow is hardly surprising for it is companion to the very similar patterns found in world economic development, particularly industrial growth and world trade. It is not surprising that these information endeavours are essentially self-serving, following the dictates of the market place.

What is surprising is the length of time it has taken for these third world countries to become aware of the strategic importance of information, to join battle and to try to influence the shape of future information growth by thwarting the powers that be, and by setting up countervailing forces.

One of these strategies has been the series of bureaucratic manoeuvres within UNESCO which resulted in the International Commission for the Study of Communications Problems, forever afterwards to be known as the MacBride Report.

This report has finally emerged as *Many Voices, One World*, UNESCO, 1980. One of its more dubious accomplishments has been to add another acronym to the international list: NWICO — New World Information and Communication Order — up to now known variously as the new order for information, or the new world information order.

NWICO is a label bestowed on attempts to provide a satisfactory flow of information of all kinds (print and broadcast news, TV programming, film and data) between various countries of the world, particularly the non-aligned, third world, have-not, developing, less-developed, under-developed or "south" countries (take your pick).

NWICO includes not only the message but also the medium (paper supply and printing facilities, radio and TV broadcasting frequencies, telecommunication links including submarine cable, microwave, satellites, fibre-optics and computer data-banks).

The roots of NWICO reach back almost three decades to the first meeting of the heads of states from the developing countries. Those who first met in 1955 in Indonesia already seem like ghosts of the past:

Chou En-Lai, Josip Broz Tito, Gamal Abdel Nasser, Haile Selassie, Kwame Nkrumah and Ahmed Sukarno. Certainly they were not concerned then with changing the flow of world news — they were the world news — but their meeting provided the first stepping-stone which lead to NWICO and much else.

The Non-Aligned Movement was formally inaugurated in Yugoslavia in 1961 as "positive neutralism" designed to bypass the cold war and allow developing countries a voice of their own. The Movement gathered strength from the bitterness at the close of the UN's First Development Decade in 1970 when it became apparent that ten years of effort had led to an increment of \$200 per head in the industrialized world and to less than \$1 per head in the developing countries.

It was this, more than anything else, which turned the Non-Aligned Movement towards economic and social co-operation and, in 1974, to the formal demand for the creation of a new international economic order. The link between economics and information was made manifest almost immediately. Jan Tinbergen's report, *Reshaping the International Order*, was issued in 1975 and states: "The widening of the capacity to inform must be viewed as an essential component of attempts to create a new international economic order".

By then the Yugoslav news agency, TANJUG, was relaying news items from more than a dozen countries within its normal transmission under the label of the "Non-Aligned New Pool". By 1976 more than forty countries were taking part in this co-operative effort to compensate for the shortcomings of the news-flow giants, though most of the material would have been unacceptable in style and content to the international news agencies.

UNESCO took a decisive lurch in this direction when Amadou-Mahtar M'Bow, from Senegal, took over as director-general. In his 1976 book, *Moving Towards Change*, issued two years after he took over, M'Bow said: "Operating on a worldwide scale, some information agencies...dominate the information markets to an extent which borders on cultural aggression. Only a few powerful countries and —

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what is more serious — a few transnational companies, are in a position to control both the production of infrastructure and the transmission of programmes. This *de facto* monopoly is opposed to the establishment of a new international economic order."

It had taken a long time but, by 1976, the western powers finally realized that they couldn't ignore what was going on any longer. The first major confrontation took place at the UNESCO General Conference in Nairobi, though the incident itself was a side-issue.

The side-issue was a Soviet-inspired "draft declaration on fundamental principles governing the use of the mass media in strengthening peace and international understanding and in combating war, propaganda, racism and apartheid". It sanctioned the use of the media by government as a matter of principle, and stated not only that states were responsible for the international activities of mass media under their jurisdiction, but that states had the right to "rectify...erroneous news reports".

This draft declaration itself had a long history arising from the bitter propaganda struggle between the United States and the Soviet Union in Eastern Europe. The confrontation was resolved behind the scenes by a drafting and negotiating group, for M'bow had already faced two years of U.S. withdrawal of financial support from UNESCO and did not wish to fight a battle over this particular declaration.

In any event the declaration died, and its disappearance was hailed as a victory for the west. However, the compromise handed M'bow what he wanted. Delegates to the conference approved of a "free and balanced flow of information" and the formation of national communications policies; and said that efforts to help the developing countries build their media "should be based on deep deliberation, taking into consideration all the problems of communication in society".

This led directly to the MacBride Report just as, in its turn, the MacBride Report has led to a series of New Communication Order documents, being produced and disseminated with a speed and rapidity unequalled in UNESCO's history. The latest, entitled *Protection of Journalists*, has spawned a spate of meetings and a storm of protests over what is seen in the west as a thinly-veiled attempt to license, and therefore control, journalists at work.

The MacBride Report — *Many Voices*, *One World* — has been attacked in the west more often than it has been read. The five-part report reads like a text for any international media course. In fact, somewhat better than most: communication and society; communication today; problems and issues; institutional and professional framework; and communication tomorrow.

There are 82 major recommendations grouped under themes. Most of them are universally acceptable motherhood statements about communication and the mass media. Most of them say nothing that has not already been said in one way or another in meetings all over the world. In fact, they read like statements from position papers issued by the Department of Communication, CRTC, CIDA or other interested government departments. Many are similar to statements at CBC's "Radio in the '80s" Conference.

They also say these things in the peculiar UN jargon which allows maximum interpretation and re-interpretation with minimum specificity.

The 16-person commission was a geopolitical spectrum of people appointed by UNESCO. They were there as persons with no official status and no power other than expressing their opposition to majority opinions (often judiciously rephrased by the UNESCO secretariat) through footnotes.

There were five European members (including MacBride himself and a representative from the Soviet Union), Latin America had two members, Africa had four members (including two from North Africa), and there were three Asian members. North America had two members (Elie Abel — originally a Canadian and at

one time director of the School of Journalism at Columbia University; and Betty Zimmerman at that time with CBC's external liaison office). The late Marshall McLuhan was originally intended to be Canada's voice but he never bothered replying to the invitation. No less important than the members were the six collaborating consultants.

Many Voices, One World is a comprehensive but rather unremarkable document, retelling a familiar story, putting forward a number of recommendations for further consideration, all a long way from the light of day. The transnational corporations get it in the neck but there are no immediate punitive acts suggested in the text.

What is more interesting are the omissions: the whole question of government vs. non-government ownership of press and broadcasting has been side-stepped, as has the question of government control of nationally-based mass media enterprises operating within other countries. The Soviet draft declaration has been concealed from view. Even restrictions on foreign coverage and protection of foreign correspondents have not been dealt with in any specific way.

There are no strong measures called for in correcting the imbalance in international news flow; no embargo against the international news agencies and their products; no massive build-up of alternative organizations. The committee and its report have fulfilled their political objectives: to defuse the objections raised at various UNESCO meetings; to lay out the general nature of the problem and underline UNESCO's role in various proposed solutions; to recommend continuing work in these areas; and to suggest more attention to this subject at national and regional levels within the third world.

Much the same conclusions can be drawn over ITU's World Administrative Radio Conference, known as WARC '79. A fight was expected here over the rights of the countries on the equator (prime sitting for satellites in their geostationary orbit — a kind of 10,000 mile limit into space) but nothing came of it. The "first-come, first-served" principle governing frequency allocation was expected to be thrown out in favour of a more equitable sharing arrangement, but that didn't happen.

The mighty steamroller of bureaucracy flattened most of these issues and rolled them out into feasibility studies, future regional conferences and postponed decisions.

Both of these events were, in many ways, non-events — squibs that fizzled out, rockets that back-fired. They both generated discussion and controversy. Accusations of "muzzling the press", "indoctrinating our people", "taking all the best spots" are being hurled back and forth but nothing much is happening. The battle-field has become temporarily deserted and the troops are working undercover writing position papers, organizing seminars, infiltrating organizations and packing agendas: battle by bureaucratic stealth.

Canada is not well organized for this kind of in-fighting for we have no UNESCO equivalent. Education is a provincial responsibility, we have no science policy and culture and communication have been torn into little bits by Secretary of State and Department of Communication. As often as not we are represented by an External Affairs official who does not have the interests of the mass media at heart.

We are in an ambivalent position in all this. We believe that press and broadcasting can be used to fully inform the public and can be a necessary check on government, but hucksters are an essential part of that process, and we are far from being informed of what is happening at home, never mind abroad.

We too have state broadcasting with all its faults and virtues. We are finding out every day that our free press, interlinked with other media and even non-media holdings, is sometimes not so free after all.

We are not in the international media business but we jointly own a large chunk

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Lakehead University

of the global telecommunications network through Teleglobe, and we are lumped in with the United States as producers and consumers of high technology.

We have not made any significant contribution to correcting the imbalance in the international flow of news (and information generally) as some Scandinavian countries have done.

Culturally in fact, we belong to the third world. There is no branch of mass media

programming, or of popular culture in general, where we are not swamped by U.S. imports. Canada is as much a victim of "cultural imperialism" as is Venezuela and Liberia.

Canada could be the peacemaker in all this. Instead of ranting and railing against the accusations and insisting on "our way" we should be trying to bridge the gap so that we too can be assured of "good news from a far country".

The academic con-men

Advice to young college professors

by Francis J. Kerins

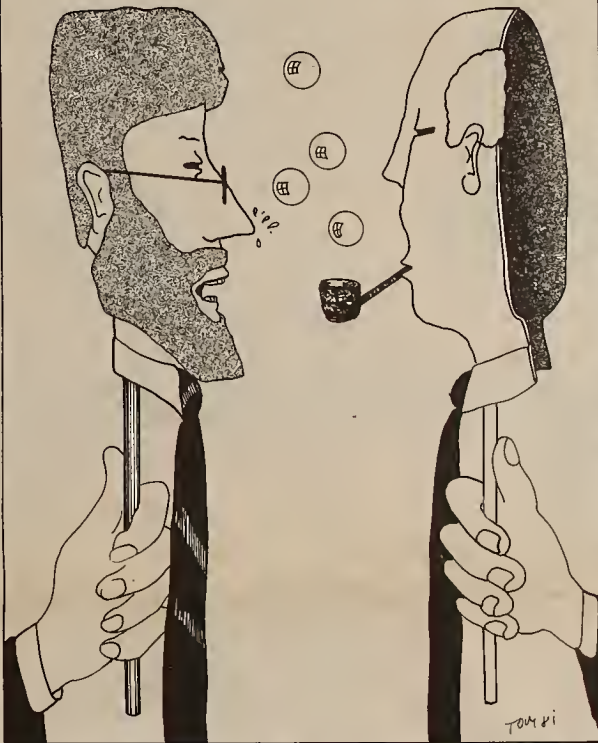
Eventually there comes to the average college teacher a disheartening awareness of his own limitations. The sophomore visions of transforming society and shaking the world of thought fade in the harsh glare of the advancing years. And one realizes, with some regret if the awakening is fairly early in professional life, that he not only is not yet, but also never will be, a truly creative thinker or outstanding scholar. For the majority, genius is the goal, and frustration the reality.

At this point, the endless gray night of mediocrity threatens. The gifted few, of course, avoid it by their talent; the significant thinker, the authoritative scholar, the imaginative experimenter are, by definition, anything but mediocre. They are of no concern here. They do not really face the problem, since they solve it by being what they are; and they really deserve little credit. Anyone can be extraordinary, after all, if he has extraordinary ability. There is no trick to that.

The real challenge is for the rest — to become extraordinary, and well known, and revered, without unusual ability. Nor must it be thought that this is impossible; as a matter of fact, it is being done all the time. But it takes flair, and boldness, and a sustained effort in a carefully planned program. It is the remarkable achievement of the academic con-man, the man who, despite a lack of striking originality or tremendous learning, becomes a luminary in the starry heavens of higher education. He is known at colleges throughout the land, he gives keynote addresses incessantly, he is referred to as one of the most important people on the contemporary academic scene. The young professor can do nothing more profitable for his career than carefully observe and emulate. To such a young man (or woman) are these remarks addressed, as an aid in the imitation of the con-man's techniques on the road to the heady success which crowns his effort.

Your first step is to establish yourself. The genuinely gifted have already been excluded from the audience, so the objective is to become a "leader thinker," not in the obvious way, by doing leading thinking, but in the infinitely more difficult way of mental legerdemain. It is not so difficult as it may at first glance seem.

Achieving status is a basic requirement. For the beginner, perhaps the easiest method is name-dropping. You must speak in public at every opportunity, and include in every talk highly personalized references to important thinkers. It is of great help to insert, parenthetically and with a faint air of apology, intimate anecdotes about the great men. For example, you might use the following: "As Toynbee has said — Arnold Toynbee (lingering affectionately over "Arnold") has the most amusing habit of pulling on his left ear when he is grappling with a particularly vexing concept..." It may well be that the ear-pulling is really done by Michael Shayne, the detective, whom you know about from reading Brett Halliday's murder mysteries, and that you have never been close enough to Toynbee



Tom McDonald

even to know whether he has a left ear. But the impact on the audience is incredible.

As you become more advanced, you can embellish your status by interspersing your talk with hints that the foundations are after you. "When we work out the details of the grant, we will be able to investigate this problem fully," does very nicely, for example. You can feel that you have really mastered this technique when the foundations really come after you, and really offer you grants. Inevitably, they will.

Another prerequisite for establishing yourself is to be highly versatile. Arrange with your home institution for an appointment to the department of general studies, or to the committee on curricular integration, or some such ephemeral area, and never let anyone know what your field is. With this start, you will be able to become an authority in almost all the branches of learning.

The most efficient practitioners usually settle upon one theme, or gimmick, and devote themselves almost exclusively to its exploitation. This has the further advantage of eliminating much study and preparation; you can give the same talk over and over, in various places. Obviously, the choice of your theme is extremely important, and if you select an interdisciplinary vehicle, you will have done a great deal toward establishing your own versatility or universality.

The only other principle is that the more sweeping your vehicle is, the better chance of success you have. "The philosophy of

space-utilization and its impact on curricular research," for example, could serve as both field and title, and could last almost indefinitely. The philosophy of anything seems especially good, in fact, perhaps because no one seems to know what philosophy really is, and almost no one is willing to admit his ignorance.

Even more awe-inspiring, and if possible more interdisciplinary, is the theology of something or other. This, of course, will limit your scope, since most colleges shy away from anything so medieval-sounding. But it has its advantages, too; and if you are willing to restrict yourself pretty much to the church-related schools, you could found a fine career upon something like "The Theology of Group-centered Leadership."

Another effective method of attaining versatility is to refer periodically to esoteric items from vividly diverse fields. Post-Newtonian physics, cultural anthropology, and non-Euclidean geometry are especially fertile areas in this regard. Any address in which you mention curved space, fattingsheds in which South Sea Islanders imprison brides-to-be so that they can become obese before the wedding, and parallel lines which meet at infinity, is certain to overwhelm a convention. And you can use the references to prove anything at all, since few of the audience will know what you are talking about, and all will pretend that they do.

Finally, though this touch does require experience and the greatest finesse, ver-

satility can be established by deference to specialists in the different disciplines. At a small college, for instance, the master con-man might say: "Of course, your Dr. Jorgensen could explain this much better than I." You found out beforehand that Dr. Jorgensen heads the geology department; here you identify yourself with the institution and manifest a greatness of soul that only a true prophet could have. For, after all, everyone is acutely aware that, though you do not happen to be a geologist, you know much more about geology than poor old Jorgensen. So everyone turns to smile at him, thinking the while that your humanness virtually outshines your brilliant intelligence.

With your status and versatility solidly erected, you are ready for the next step in establishing yourself. This is to be a pioneer, to be on the forward, cutting edge of human thought, so to speak. Get ahead of the crowd, and they will never catch you.

For this purpose, have new information at hand at all times. Refer, for example, to very recent experimentation which more or less destroys all the concepts of classical aerodynamics; if anyone asks for references, simply tell him that the studies have not yet been translated. And consistently mention obscure books, even nonexistent ones. Thus you can overwhelm an audience by remarking, "As Sidney Wellenbach says in his new book, *The Charismatic Effect of Intermolecular Hypostatization*" — really well worth the time and effort you may have to spend on it.... The real master will occasionally add the embellishment of having the book due off the presses next month. Sid sent you a copy ahead of time, and "watch for it."

It is also important that you be about to write a book yourself, when your thinking is crystallized. In general, it is better not to have published before, since this would lay your mediocrity bare for examination at leisure, and it is crucial to keep moving fast. But if you are going to publish momentarily, the progressive quality of your thought is emphasized.

But the most important phase of being a pioneer is to make your vehicle, or gimmick, an entirely new idea. And the more outlandish the idea, the more successful you are likely to be; the career of the academic con-man is not for the faint-hearted. Take any simple and homely item, and you can build your future upon it. Take haircuts. "The determinative influence of tonsorial mores upon cultural and industrial patterns of the past two centuries" is precisely the kind of stupefying theme you need, although, upon reflection, it seems slightly too intelligible to be really appropriate. However, that is the general idea. If your gimmick is sufficiently preposterous, you will be able to promote it by implying that your audience is psychologically incapable of absorbing it. "It is too new, don't you see? We have to go beyond the level of thinking to which we are conditioned by our civilization." The "we" is a nice touch. Actually, you are beyond that dull old level of thinking, and they are not. You know it, and they know it; but they will admire your humility.

Once you have established yourself, once you are a leading thinker, and versatile, and a pioneer, there remains only the relatively simple task of maintaining the delusion by impressing your audience. The key is to keep battering them and to keep shifting rapidly. One cardinal rule is to be obscure — consciously, conscientiously, and constantly obscure. The number of people who can distinguish between obscurity and pro-

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fundity is startlingly, and for your purposes fortunately, small. You should develop a jargon of your own; either make up words yourself or use ordinary words in entirely new and unclear meanings. One proponent, for example, coined the word "civization"; his whole talk was about his new word and how it differed from the word "civilization." Typists invariably ruined his articles by substituting the real word for his unreal one. And this confused the whole issue. And so on. This is the same kind of misdirection which the manual magician achieves by having as his assistant a shapely young woman in a scanty costume. This man never even had to get to the point of defining "civization."

Above all, never organize a talk. This is fatal. Logic is your mortal enemy; and you must leave your audience in a befuddled state.

Besides being obscure, you must be dogmatic. The goal here is a very humble infallibility; try to catch the gentle omniscient tone of a kindergarten teacher. Preface each sixth or seventh sentence with "I am convinced that." The personal element stresses at one time your humility (even though you speak as the repository of truth, you present it as your opinion), your pioneering (you alone are convinced because the rest of the world has not yet caught up with you), and your superiority (you disdain the techniques of the ordinary thinker, such as supporting your position with evidence).

For these effects, an accent helps immeasurably. "I am convinced" is terribly impressive. However, if you were born in Oklahoma, you may find it impossible to develop the desired indeterminate but vaguely European speech impediments. In

that event, at least use foreign expressions regularly, especially Greek. As for pronouncing them, remember that what counts is not accuracy but confidence.

Finally, be patronizing. Mention sources no one has ever heard of, and pretend that you think everyone has read them. Mumble a few lines of verse and add, "Purloin, of course." Never translate your foreign expressions. Here you are acting as though your audience were educated; were they to remonstrate, they would simply prove what you knew all along, that they are illiterate. Your position is impregnable. And what better way is there to close your talk than, "As Zenophon said, ἐντεῖθεν ἔξελεύμεται τρεῖς σταθμοὶ ἐπὶ τὸν πόταμον."

You don't even have to know what it means. The few people left in the world who are learned enough so that they do know that it means "from there they went three stadia to the river" do not come to the sort of meeting at which you will be speaking. And even if one of them should wander in accidentally, rest assured that anything from Xenophon is music to his ears. And rare music indeed; he is on your side.

All of this is a very demanding program. To follow it, you will need dedication and discipline of the highest order. But the rewards are great. For those equal to its rigors, the life of the academic con-man offers an international reputation, travel, adulation, and a steady and substantial income. For those who persevere, there will ultimately be a very high-salaried job in government or industry, as an expert on communicational effectiveness, interpersonal relationships, and the best use of human resources. What more could life give you?

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Mediation in the academic community

By John Dempster

In most labour relations jurisdictions in Canada the stage of conciliation is a required one prior to being in a legal position to take strike action (from slow downs through selective refusal to carry out certain functions, to a complete refusal of service).¹ Through the existence of labour statutes, governments have given themselves important powers to regulate the relationships between employers and employees. My experience indicates that the parties themselves have recognized that from time to time governmental assistance is necessary. The Conciliation and Mediation Services are examples of government involvement in labour relations.

Simply stated, conciliation is a means of assisting parties who have reached a stalemate in the negotiations of a collective agreement, to fashion a solution. A conciliator attempts to create a problem solving atmosphere, but does not try to impose his or her "solution" on the parties; he or she helps them to fashion their own solutions.

When negotiations break down or reach an impasse, either one of the parties may request the assistance of a Conciliation Officer from the Minister of Labour. Frequently, however, applications are premature. In many instances, there is still a good deal left to discuss; some issues may not even have been discussed and others not thoroughly aired. I recommend to you that you not apply to the Ministry until you have either discussed, or, in some cases, attempted to have full discussions of the issues prior to making an application.

When the parties reach an impasse there are a limited number of options to end the impasse; they can attempt to resolve the impasse by:

- conciliating the impasse;
- attempting to get agreement to arbitrate interest matters;
- seeking a decision through a direct economic contest or confrontation.

Of the above alternatives, the only one that does not take the decision out of the hands of the parties is conciliation. Conciliation allows the parties to continue the negotiations with third party assistance; hence, the negotiating table remains a forum for discussion and problem solving.

It is often said that the rule of thumb for collective bargaining is compromise; people are usually willing to meet the other side half way. Problems arise, however, when the parties' judgement of distance varies considerably. In my view, then, it is extremely important to have available in the community a body of neutral and informal opinion, a third force if you like, which can be called into play as a buffer once serious impasse has been reached.

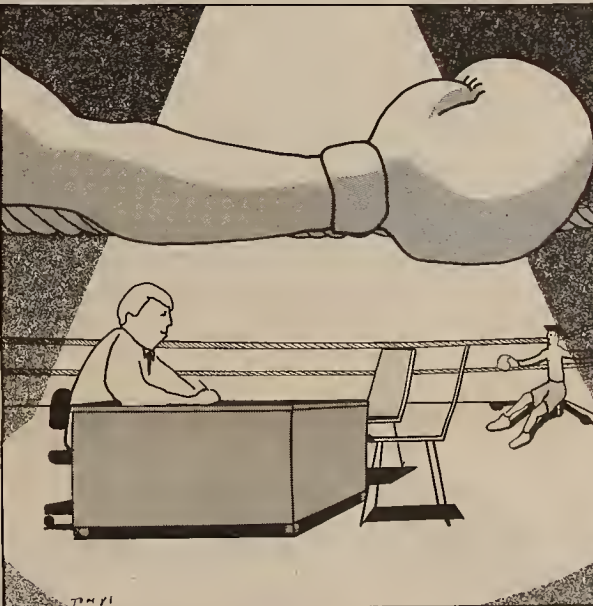
Conciliation can, I think, be divided into four stages;

- understanding the what and why's of the dispute, including the power structures making up the environment;
- raising doubts between the parties as to the correctness, the necessity of their positions and, of course, of their chances of victory;
- helping the parties develop alternative solutions; and,
- recommending solutions.

There is nothing magical in the processes of conciliation and mediation. They provide a framework within which negotiations may continue and agreements may be reached. In Ontario, there is a two-tier system of assistance: first, conciliation and, second, mediation.² The conciliation officer stage is mandatory in Ontario before a

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Following is the text of an address given by Mr. Dempster at the CAUT Collective Bargaining Conference held September 1980. In his talk, Mr. Dempster concentrated on the role of conciliation and mediation within the general context of collective bargaining in the university setting.



Tom McDonald

strike may be undertaken; if the parties are still unable to reach an agreement, the conciliator submits a report to the Minister; normally this report is called a "no board" report. At this point, a senior mediator can be appointed to meet with the parties; the mediation stage, however, is not mandatory. The difference then between the two stages is not in the techniques used by the officers but the legal definition of the collective bargaining stage at which the parties find themselves.

Neither the conciliator nor the mediator has the authority to bind the parties to a resolution of the dispute. His or her role is to work with the parties in order to identify and define possible compromises and then to guide the parties towards a settlement. In situations where direct communications are strained he/she can be useful in sorting out real from imagined disputes in order to get the parties to once more talk to each other.

It is important, however, to recognize that, unlike the parties, conciliators and mediators are not concerned with the contents of the settlement; they are not advocates of one side or the other. They are catalysts, sounding boards and trusted confidants to be used by both parties. In fact, their neutrality is the greatest strength of any conciliator. It follows, then, that the conciliator's ability to influence the parties will be based upon their assessment of

his/her neutrality, his/her collective bargaining expertise, and, in some cases, his/her knowledge of the industry.

The parties can and, in fact, do require competence, hard work, impartiality, integrity and objectivity. You do not last long in this field unless the parties to collective agreements believe you possess these characteristics. Besides this, in order to keep the parties talking and ultimately to conclude an agreement, the conciliator must be inventive, creative and above all persistent; he/she must never give up.

If the conciliator is to help the parties face up to the way the other side interprets their proposals, or identify one party's priorities to the other, or establish possible trade-offs, he/she must inform himself/herself about the background and problems of the parties. He/she can only assist the parties by asking the right questions and in the right way. Clearly the confidence the parties have in the conciliator is dependent upon the faith they have in this ability not only to see the forest for the trees but also to distinguish real concerns from posturing. An important asset for any conciliator to have, then, is the ability to quickly know which demands each chief negotiator considers essential and which are expendable.

At different times during conciliation or mediation, the parties will look to the of-

ficer to perform many different functions; these may include the following:

- crystalizing the agenda;
- presiding over the negotiating meetings and keeping order;
- identifying and/or clarifying the key issues;
- developing a sense of commitment to resolving the outstanding issues;
- stimulating the parties into moving in a certain direction;
- proposing alternate suggestions for resolving the dispute;
- supplying the quiet but unrelenting pressure that is necessary if resolutions are to be reached; and
- participating in and initiating informal off-the-record discussions.

How successful is the process? In spite of many success stories, the process has often failed. Many times the cause of failure of the process is the parties themselves. Let me reemphasize; a dispute is always the property of the parties. No matter how skillful the conciliator may be, unless the parties proceed with goodwill and intelligence, the dispute will not be settled.

Conciliation and mediation can be used as tools in the collective bargaining process; it has its limitations. In the hands of a professional, it can produce good results. The processes have accommodated the special circumstances and needs of academic staff at Carleton, Windsor, Ottawa, York and Ryerson. If you approach conciliation expecting the conciliator to produce a collective agreement or force the other side to agree with your positions, then you will probably be disappointed with the process.

Just as the growth of universities and the subsequent changes in management structures no doubt contributed to the move towards unionization of faculty associations, the declines in the rate of enrolment increases and subsequent declines in financial support has resulted in the more frequent resort to conciliation. Part of the reason for this new trend may result from the novel issues experienced by the parties as they attempt to adapt to this new environment. In my view, then, these present difficulties are not abnormal; collective bargaining under a labour code, however, provides a flexible and useful mechanism for resolving such difficulties.

Nonetheless, it has become fashionable these days to bemoan the use of collective bargaining as the cause of many of our labour problems. From my point of view, the system in the main works, it provides a way of managing conflict and encouraging problem solving. It, like any other human institution, does not always work. The critics of collective bargaining call it a failure of the whole system, but it is in most instances a failure of the parties which results from ill developed bargaining techniques and strategy. Often, too little attention is given to preparation for collective bargaining.

In my role as a senior mediator, I think some of the problems experienced by faculty associations and university managements result from forgetting and, in some cases, not knowing the fundamentals of collective bargaining.

You should approach collective bargaining as an evolutionary phenomenon and not in a static one-contract-at-a-time manner. The constant cycle of changing executives provides faculty unions with certain unique problems in this regard. Within this process, of course, power and influence are not evenly distributed between the parties.

either in a temporal or an issue-by-issue sense.

The need for planning increases as the complexity of the university increases. Unionization or formalization of the relationship between Boards of Governors and faculty employees appears to be merely a response to these changes. It is important to begin to develop an overall bargaining strategy in order to accomplish the objectives of a faculty association. Such a strategy should include a realistic timetable for what you think you can accomplish, the methods you are going to use (e.g., pressure from members, outside agencies, and the negotiating stance adopted at the table). No doubt, you will find yourself revising this timetable and methods in response to the actions of the other players in the university and the community. Collective bargaining is not a predicative science, reality and common sense must lead to flexible tactics and revisions of strategies.

Developing strategies and tactics

In developing strategies and tactics you should consider such things as your relationship with other campus unions. The advice of the Brandon Professor, Errol Black, appears to have gone largely unheeded by many faculty associations. You must also learn to consider the "unexpected" things, such as, independent political actions by citizen groups or contacts from enterprising journalists. Do not wait until someone sticks a microphone in your face to think about what you should say.

On a more practical level, at the negotiating table establish ground rules for the conduct of the negotiations: meeting times, room locations, release of statements to the press, and sign-off procedures when agreement has been reached on a clause. This latter point will eliminate convenient or honest memory lapses at a later date. Negotiations can adversely be affected by procedural defects and misunderstandings.

Remember to include some thought to the role conciliation could play in your negotiations. I do not mean that the parties should consciously negotiate with a view to going to conciliation; that is, attempting to use the conciliator as a means of pressuring the other side. Rather, the parties should keep in mind that conciliation is a possibility.

It is important to know what demands you really need and want and what you can live without. You must be aware of the need for face-saving solutions for both parties; collective bargaining should not create winners and losers. It must be a problem-solving mechanism if it is to work.

This does not mean that pressure and indeed confrontation do not or will not occur; these are sometimes the only techniques available for indicating to the other side the membership's real needs and concerns. Conciliation can be another technique, not an alternative to getting a collective agreement concluded. Like every other technique, you must plan its use, work it into your overall bargaining strategy.

Selection of negotiating team

The selection of the negotiating team is crucial to a successful collective bargaining experience. Extreme care and caution should be exercised in the selection of team members. On a personal level, committee members must, of course, be prepared to devote a great deal of time in addition to the regular duties as a faculty member; they must be prepared to and capable of withstanding great pressure from not only management's negotiators but also from factions within their own membership. I might add that having a cast iron stomach to withstand the onslaught of lukewarm (usually instant) coffee and cold sandwiches is also a useful quality.

Committee members must develop expertise in such diverse areas as university governance, statutes governing employee-employer relations, as well as their university compensation schemes and financial experience. In other words, they must become instant experts in areas that others have had the luxury of many years to learn.

Above all, the team must have the con-

fidence of the faculty association as well as the authority to act on its behalf. It must have both of these to enable it to make the necessary compromises to reach a collective agreement without having to continuously seek instructions. To do otherwise is to invite trouble, as the management may lose patience and become frustrated with a process you no doubt have told them will make university decision-making more efficient.

Having the confidence of the faculty association does not mean, of course, that there will be no criticism. There will always be criticism, you can count on it. It emanates from such bystanders as faculty dissidents, senate members, student council politicians, and assorted other spear carriers.

However, the team cannot please everyone; in fact trying to please everyone is like the story of the old man leading a donkey through a small rural Chinese village. His grandson was riding on the donkey and villagers pointed to them and said, "Look at that. How terrible. The young boy rides the donkey while the old man walks."

So they changed places. And in the next village, people along the street pointed and said, "How terrible. That old man rides the donkey and makes the little boy walk."

Passing through a third village, residents were astonished to see both the boy and the old man riding the donkey. "How terrible," they said. "Look at that tired and weak old donkey so weighted down having to carry those two cruel riders."

On the edge of town they crossed a small bridge. The donkey stumbled and all three fell into the water a short distance below. The donkey drowned but the old man and the boy made it safely to shore. And as they sat there bemoaning their situation, the old man in his wisdom said, "Let this be a lesson to you, son. When you try to please everyone, you lose your ass."

When the faculty association goes to the table to negotiate, it is crucial that they go there unified. This is not the time to grind individual axes. I don't doubt that there are a variety of opinions, and sometimes conflicting ones, on every matter to be included in the union's proposals. These political

matters must be settled prior to going to bargain. You will needlessly prolong the negotiations, if not seriously jeopardize the relationship with management, if you go to the table politically divided. Management, moreover, will not take you seriously.

Just as important is style. You are going to have to be able to disagree without being disagreeable. When you lose your temper or treat the other negotiator as an idiot, you may lose not only your point but also the chance for compromise. The essence of collective bargaining is compromise. But compromise is only possible over the long haul if you learn to respect and trust members of the other team. The nature of collective bargaining by providing an opportunity for both sides to develop positions, argue and, in a sense, worry in public can create the requisite atmosphere for such trust and respect to grow. Remember that both parties have principles. You have to listen, question, and compromise, not lecture. Sometimes biting your tongue can be the key to success.

Initial bargaining positions

When initial bargaining positions are formulated there is a tendency to throw everything in, including the kitchen sink. In developing initial bargaining proposals, however, negotiating committees should have firm guidelines and commitments and not a mountain of frivolous items. Negotiators are urged to keep in mind that they will have to defend each and every proposal to people who are often diametrically opposed to whatever the association might propose. If you cannot wholeheartedly argue your position and are willing to drop what were initially frivolous demands quickly without much pressure, the Board's negotiators may come to see you as a group that is not serious or, worse yet, incompetent about bargaining.

Because most of your memberships are unfamiliar with the bargaining process, there is a danger that they will look at the scope and level of the initial demands and believe that they will all be met; their expectations can, moreover, be further aroused by the rhetoric of an inexperienced associa-

tion executive. This can cause delays in the procedure, frustration between the parties, discontent and dissension within the ranks.

The membership is not usually very familiar with the give and take of bargaining and may have difficulty in recognizing that the modifications made to the proposals during the bargaining by the negotiating team represents the maximum attainable. It is important therefore for the negotiating team to make it clear to the members that concessions are necessary in order to reach a settlement. Remember, the bargaining relationship you help create will have long-term effects on your ability to reach compromises both sides can actually live with, not merely put up with.

From my experience with faculty negotiating teams, I know that it is normal for a negotiating team to divide up the subject matter of the negotiations into several "portfolios," usually economics, grievance procedures, tenure and promotion procedures, terms and conditions of employment. However, as the Chief Negotiator, for a few associations, is really just a chairperson for team meetings and not a team leader, he appears to have little authority to speak for the others on anything except logistical matters and predetermined positions.

In my view, when the portfolio system is combined with the negotiator-as-chairperson system, this causes two serious problems for both parties in their attempt to final agreement. The first is that members often tend to be absent unless their particular portfolio is up for discussion. Thus, at a typical meeting, there might be the Chairperson and whoever's portfolio is scheduled for that day.

Loss of continuity

The result is a terrible loss of continuity in the flow of the negotiations and an absence of shared information in order to make tactical and strategic decisions on proposals and package deals. Efforts to improve the pace of negotiations or to be accommodating, to milk responses from trade-offs, or to give negotiating signals are frustrated by a changing audience, and the process prolonged as a result.

The second problem is that negotiating trade-offs becomes very hard to accomplish because no one seems to have personal responsibility for the whole of the faculty position. Each portfolio holder has his/her own objective which he/she is reluctant to abandon in the interests of someone else's portfolio. When it finally becomes necessary to trade-off, it seems possible to do so only with great bitterness, grief and emotion, rather than in straightforward spirit businesslike trade-off.

These two aspects of the portfolio problem hamper and delay negotiations severely. It is true that the portfolio system and the committee with a Chairperson rather than the team with a leader seem to be much closer to academic decision-making with which faculty are familiar. However, as I understand it, one of the reasons for faculty associations moving towards more formal collective bargaining is because this system apparently didn't work well as the universities expanded.

I believe that faculty associations will lose, rather than gain, by this method of organization. The democratic check on the negotiating process occurs first in involving a large number of your members in association business, administering the contract carefully to find out where it doesn't work, seeking input in proposals, and finally in the ratification of the contract.

Another observation I'd like to make is that it appears that some faculty members believe that once they have declared a plausible premise and have proceeded logically to a conclusion, acceptable to them, they have won the point. They won't, at best, they have won an argument. Year after year, I have had to disillusion and disappoint well-meaning logicians by explaining to them that I expect them to beat me in argument. Why not? It's their specialty.

CANADIAN ENERGY RESEARCH INSTITUTE



Senior Economists

The Canadian Energy Research Institute, a co-operative independent research organization sponsored by the Province of Alberta's Department of Energy and Natural Resources, the Canadian Department of Energy, Mines and Resources, The University of Calgary, and the Private Energy Research Association (a consortium of corporate and individual members from oil, coal, gas, electrical, nuclear energy and pipeline industries) is seeking Senior Economists to act as project leaders for energy studies.

Situated in a new building in a suburban research-park setting near the University of Calgary, the Institute's ten full-time economists carry out research studies on topics approved by the Board of Directors. They also undertake contract research for industry associations, governments, and corporations.

A challenging opportunity exists for economists interested in working in the field of energy economics. Preference will be given to experienced applicants with a doctorate in economics, above-average writing skills, and a working knowledge of econometric techniques.

Qualifying candidates will be offered competitive salaries and an attractive benefits package. Relocation assistance is available.

Reply in confidence to the Executive Director, Canadian Energy Research Institute, 3512 - 33 Street N.W., Calgary, T2L 2A6.

But management's position is not determined by the logic of the other party's position. Management's position is determined by its own assessment of how far they can move, how far they want to move, and how far the faculty's power (not its logic) will make them move. Sometimes faculty negotiating teams find such attitudes disconcerting and cynical. I must say, however, that usually after a number of sessions, especially, in my experience, when a CAUT staff person is helping the team, most teams make the adjustment and see the logic of compromise.

Faculty team members must not take the rough and tumble of the collective bargaining personally. Some, however, do not ever appear to adjust to the process; I rarely see them at a second round of negotiations.

Another problem with university collective bargaining is the lack of continuity on negotiating teams and a necessary repeat of the lessons for the next faculty negotiating committee. This problem does not appear to be out of hand because of the experience and professionalism of CAUT collective bargaining staff. Training conferences such as this one may go a fair distance to help out on this problem of continuity.

Preparing your positions

I would suggest that you consider some or all of the following guidelines for preparing your initial and subsequent positions:

- Analyze the pros and cons of proposals wisely for some faculty proposals are Byzantine in their complexity, keep the language and procedures simple, clear and concise.
- Determine what the current state of affairs is, and consider whether you are satisfied with the status quo or whether some changes must be made.
- It is important to find out what your constituents want when you start to bargain and ensure that the interests of the members are always properly protected; of course there will be competing and often conflicting priorities among the membership. The push and pull of special interests, however, must be put into perspective.
- Identify those areas where trade-offs are possible and come to some agreement as to what the bottom line on any of these trade-offs is.
- Finally, you must determine what is non-negotiable.

It has been said that the conduct of collective bargaining is marked by exaggerated and overstated positions. Many items that are raised, represent accumulated irritations. These representations will vary in overall importance, however, many are merely for the general purpose of discussion. None but the most idealistic will expect that all of the major aspirations will be accomplished. Positions that are overstated, but not wildly so, are, in fact, the currency of compromise.

Number one priority

The number one priority in bargaining is to achieve agreement. If you use the collective bargaining process for any other reason, you are probably working towards your own destruction. Collective bargaining cannot solve every social evil, nor is it a method for reaching "historical necessity." It is a normal and well-tested method of problem-solving. This is an important point, and one that is not always grasped by those unfamiliar with collective bargaining.

When negotiating a variety of topics you must be able to convince a reluctant management negotiator of the reasonableness of your position. To assume that university negotiators or conciliators are familiar with and understand the implications of all the specific issues before them is an open invitation to trouble. Assume nothing. Explain each element in your proposals slowly and clearly.

Let me outline a few more rules of thumb you might find useful:

- Know the power structure within which the other committee operates.

- Do not waste too much time on empty rhetoric and arguments about unrealistic positions.

- Develop an ability to communicate in the language of collective bargaining and familiarize yourself with the dynamics of the negotiating process.

- Avoid the win/lose attitude. You must be receptive to the give and take of negotiations and understand that you will not probably win every point. If you can't swallow the fact that you don't win them all, you should not be a negotiator.

On the matter of proposals and counter-proposals at the university, I often get the feeling that a "paper war" is being waged on both sides of the table. Perhaps this is being done in order to give the conciliator the impression of movement and flexibility. Resentment, however, is likely to occur at the stage of conciliation, when yet another draft comes wafting across the table with an alteration of two or three rather insignificant words. The temptation to conclude that the "paper war" is preening behavior for the benefit of the conciliator is nearly irresistible.

At the stage of conciliation or mediation, if you want an agreement the parties are going to have to "adjust" their attitudes towards one another. You have to face the fact that there are human beings on both sides of the bargaining table, that across the table each side faces human interests, human aspirations and human fears, not to mention institutional ones. If you want an agreement, both parties must be willing to pay a price and adjust their goals to make a peaceful solution possible.

As students of *human relations* have discovered, one of the essential elements of a successful personnel program is a system of two-way communication between faculty and administration. In a large university it is easy for the top executives to lose touch with activities at the lower levels. It becomes easy for some lines of management to abuse their authority. But the existence of a strong organized faculty provides greater assurance that lower-level abuses will be brought to the attention of top management.

Media relations

A special word needs to be said about media relations during a breakdown in the negotiations. The conciliator can quite often, as I have suggested, contribute to setting the tone of the negotiations and shaping the attitudes of the parties on a specific issue. He/she may ease personality clashes. When communications between the parties is poor, the conciliator may explore issues without one side or the other appearing weak or being committed to a certain position. He/she can eliminate the old bog about whose turn it is to make a counter-proposal. The mediator, as a communication link, can eliminate the grandstanding and help focus attention of both parties continuously on the issues instead of on grand philosophic principles.

When negotiations are on the brink of breaking down, however, the parties feel the temptation to reduce their frustrations by pontificating to the media. They will make loud philosophic pronouncements against this or that particular issue, with the gravity of a Caesar Augustus and put themselves right on the brink of disaster. More tragically, they are very often seduced by their own rhetoric. Thereafter, it is not really a mediator that they need, but rather some form of divine intervention.

If each party is left totally independent at the point of breakdown to say what it wishes about what transpired, about the support the other party has or hasn't got, and about the correctness of their own position, errors of judgement can occur; this usually causes further complications. The media tends to look for sensationalism and black and white issues even where none exist; agreement doesn't make "news." Be very careful how you use them; more than likely, they will use you.

It is for these reasons that the mediator normally requests that the parties observe a news blackout. That is to say, that they do not make public statements about the negotiations. However, if they wish they can make a joint release through the mediator.

Bargaining timetables

A question that I am frequently asked is, whether or not the parties should be encouraged to develop bargaining timetables? My experience is that deadlines often help the parties resolve particular issues; of course, such timetables must have appropriate flexibility for unforeseen exigencies.

In certain cases, deadlines can force both sides to be realistic, thereby eliminating delay and procrastination which can extend weeks into months and breed frustration. I have found that not only board and faculty negotiators rarely appear to be able to agree on timetables, but individually the parties do not include a timetable in the development of their respective bargaining strategies. If the parties are working towards a fixed deadline from the outset, I think a greater sense of urgency and responsibility would develop early in the negotiations and perhaps bring about a quicker settlement.

Another factor that puts strains on the bargaining process in the university, is that the faculty often do not have the bargaining skills to carry on a difficult set of negotiations. The missing ingredient for them is not only the absence of collective bargaining experience but plain old "savvy." Often times, I find that there is little understanding or appreciation of the process. Frequently, I find that inexperienced bargainers are plagued by an awesome self-righteousness about the nobility of this cause; that is, they are often seduced by their own rhetoric. In fact, it appears to me, as a third party, that one disease that plagues both university administrations and academic unions is an excess of principles. At conciliation and mediation sessions, I have seen too frequently the black clouds of principle appear too readily on the horizon.

As I noted earlier, my experience in the past few years indicates that calling in one of the professionals from CAUT tends to alleviate this problem.

In recent years, we have witnessed the changing face of university administrations. One of the features of change has been the recruitment of senior administrators from outside the university community. The era of superspecialists has taken hold; corporate managers, senior public servants and lawyers as professional negotiators skilled in private or public sector collective bargaining appear to be the order of the day. Universities are employing specialists imported from industry or other public sector employers who are not academics.

Their experience and rationale in dealing with employee-employer relationships is derived from other bargaining contexts. They view faculty as simply another group of employees. Moreover, and perhaps most importantly, senior administrators from academic backgrounds faced with managing large-scale organizations appear to be turning to other milieus for their models of management.

As a result, what often appear to be inadmissible and alien structures are being suggested by administrators. In a sense unionism by faculty members is a reply to these changes.

The structures of universities, of course, do not exactly parallel those of the industrial or other public sector. The attempt to squeeze the university work environment into that of the office or plant structure would be misguided and would not expedite the fashioning of an appropriate collective agreement. It would, however, be rash to assume that an outsider will be incapable of dealing with your priorities and concerns for them. Bargaining is, however, bargaining, regardless of the milieu. Both parties must listen to the other if you are to find an agreement appropriate to your milieu.

The ideal of industrial democracy is one of the great ideals of Canadian life. Like political democracy, its basic tenets are not always adhered to in practice. Like political democracy, its success requires constant vigilance and application. But responsible management also is a vital factor in its achievement. For industrial democracy to succeed, a strong union is needed to check potential abuses by people in positions of authority.

However, abuses must be seen in their proper perspective and not used as an excuse to work personal vendettas or the revolution. Industrial democracy also requires strong management to initiate policies and direct the economic and technological affairs of the enterprise. Leadership is not incompatible with democracy. But management must understand, as Derber has pointed out, that collective bargaining means the elimination of arbitrary action on the part of administrators.

Footnotes

1. The exceptions that do not require conciliation before a strike are the Provinces of Manitoba, Saskatchewan and British Columbia.
2. In MANITOBA a conciliation officer can be asked for by one side. A mediator can be asked for by both sides or appointed by the Minister and the Minister also decides whether to establish a conciliation board. In NEW BRUNSWICK a conciliation officer can be asked for by one side. A mediator can be appointed by the Minister and takes the place of the conciliation officer and can act as a conciliation board. In NOVA SCOTIA a conciliation officer can be asked for by one side. The Minister can appoint a mediator at any time who can issue a report in place of the conciliation officer. The appointment of conciliation board is then decided on by the Minister. In SASKATCHEWAN there is apparently no conciliation officer but there is a Conciliation Board Act but no mediation. The boards have the power to investigate and issue reports.
3. In MANITOBA the mediation officer can determine his or her own procedures but can require the giving of evidence. His or her purpose is to help the parties reach an agreement. In NEW BRUNSWICK the mediator has the same power as the conciliation officer or conciliation board and again the purpose is to help the parties reach an agreement. In NOVA SCOTIA the mediation officer can investigate to help in reaching an agreement and helps to establish good "labour relations" between the parties.

FITNESS NOW • AND HOW

How not to get fit

Once and for all we'd like to clear up a few misconceptions about fitness. None of the following approaches represents a sensible way to get fit.

1. The "drive yourself til you drop" approach.
2. The "more it hurts the more it works" approach.
3. The "make up in an hour for what it took you ten years to lose" approach.

The plain fact is that exercise does not have to hurt before it is doing you

some good. Real gains start long before you reach the pain barrier.

If you want to get fit, you have to get active. Do it, but don't overdo it. This is the sensible approach to fitness. And it works.

Can you get fit without struggle, without strain, without pain? AND HOW!



Ontario's best on teaching

Each year, the Ontario Confederation of University Faculty Associations awards a number of Ontario professors with the province's highest honor for excellence in university teaching. The winners are selected from a group of professors nominated by colleagues, students, deans, administrators, alumni and faculty committees. They are chosen for superior work in the classroom and/or laboratory and for course presentation, team teaching, audio-visual presentations, and other instructional areas. The Bulletin asked the 1980 winners to share with our readers some of their thoughts on teaching.

"In Case You Run Short of Hemlock, Read This..."

by Kathryn Pauly Morgan
Assistant Professor
Department of Philosophy
and Women's Studies
Program
University of Toronto

"Dear Socrates,

Although I don't know quite how it happened, I find myself in a state of torment. I have been punished for being a good teacher. Unfortunately, my fate has not been hemlock. There is a certain wonderful finality about your fate, Socrates. At least you died for corrupting the youth and your intimations of impiety. I, on the other hand, have been cursed with the living death. I have received an award for excellence in teaching and then been sentenced to return to the classroom. Do you know what that means, Socrates? It means large classes filled with students who expect you to be the Platonic form of the perfect teacher — never again to falter, never to be less than completely prepared, never to misunderstand a student's question, never again to be able to share responsibility for a class that hasn't gone well. O, Socrates, a fate worse than death! Humanity is denied. All A's, effortlessly attained, are expected. O unbearable torment....

So that others may flee from the dates of this pedagogical purgatory, lend us the insights you have gained over centuries of post-pedagogical contemplation. Tell us, Socrates, how others might avoid the perils of being nominated for a teaching award.

....a suffering pedagogue,
(name withheld)

"Dear S.P.,

Here are 8 rules which, if followed, scrupulously and consistently, will save others from a similar life of pedagogical torment:

1. Dominate and Control

Never permit students to ask questions or remark critically on what you've said. Avoid the pernicious practice of what some twits refer to as "critical dialogue in a community of scholars". Remember that you're the one being paid to be in power. Letting students talk at all weakens your power base. Dominate the sound waves at all times. Diagnose and stamp out evidence of critical independent reading by your students. Catch it when the early symptoms appear and punish it appropriately by subtracting marks and ridiculing the sources.

2. Never Change

Never, never revise your lectures (unless your promotion or getting more money is at stake). There's no reason to change what you've worked out once. Avoid teaching any courses in which students will expect you to be "up on things", courses like those dealing with the frontiers of scientific discovery. Never propose new courses or try to change the curriculum. Above all, don't let what's happening in the "outside world" impinge on your teaching. Ignore or trivialise suggestions, questions and materials that the odd, unsuspecting student might bring to class early in the term.

3. Avoid any contact with students

You'll probably have to set up office hours but, if you're clever, you can avoid them altogether (schedule dentist's appointments, committee meetings, etc. at that time). Schedule them for very early in the day or very late so that most students aren't around. If you can't avoid them altogether, subtly antagonise and discourage students by looking at your watch or out of the window, shuffling papers, answering all phone calls, and being as dogmatic as possible. Even the most obtuse of your many obtuse students will get the message. Never schedule appointments with students outside your scheduled office hours and delay returning any phone calls that might come. Obviously, you should never socialise with your students.

4. Give "Bird" courses

Be an easy (though not suspiciously high) marker. Don't ask much of students — keep your expectations low. You know that students don't want to be challenged. Hold the conviction that students are lazy, dull, lacking in curiosity and imagination, stupid, and mainly interested in getting by in a "bird course". Give them one. Keep reading assignments and tests to a minimum. After a short while, students will become bored, start skipping classes, perform in the mediocre way you expected all along, and generally lose interest.

5. Be biased

If you've been raised in this culture, you're probably sexist and racist in some way or other. Cultivate this in the classroom (subtly, of course, so that students can't protest to anyone like your Chairman or the Ombudsman). Don't call on the women as often as the men (or not at all, if you can help it). After all, you know from experience that women beat around the bush, are hesitant in their locutions, and drag in stuff from their personal life.

Responding to these silly questions uses up precious classroom time during which you could be talking. Besides, all that personal stuff contaminates the purity of the life of the universal mind. Work at cultivating the conviction that women don't belong at university anyway, that it was a mistake all along to open the university portals to "the fair (oh yes, it must be admitted that a great many of the young ones, at least, are fair) sex". Support the men and put down the women in all the clever ways your culture has taught you. Study and read only white male authors.

6. Lecture and lecture and lecture

Continuous lecturing keeps you in a position of absolute control. Avoid using any new-fangled machines or methods that might put you in a publicly vulnerable position of obvious incompetence. Avoid student involvement in the form of small group work, co-authoring assignments, or student critiqued papers. Keep the students anonymous and in competition with each other all the time. This reinforces the view that the only legitimate person they can learn from is you. One great advantage of this is that gender-divided, anonymous students will never get sufficiently organised to nominate you for a teaching award.

7. Stay impersonal

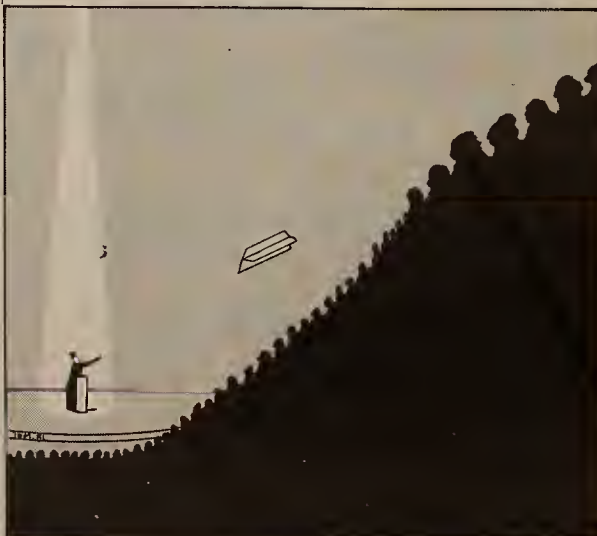
Don't learn students' names or anything about them as individual persons. If someone's name is "forced" upon you, forget it as soon as possible. If you have to learn their names for a small seminar, forget them as soon as the course finishes and grades are in. Should a student encounter you after a course is over, look puzzled and affronted by the suggestion that you should remember them. Give as little feedback as possible on written assignments. One or two phrases at the end of a paper suffice to generate a sense of careless rejection of the student's effort. Never give more encouragement than a high grade if you have to give one. A solitary and silent "A" at the end of a paper is always ultimately discouraging.

8. Keep levity out of your classroom.

Chesterton once remarked, "The angels fell because of gravity." So, too, do teachers. This is the most important rule of all. If you violate it, all your other efforts may come to naught. Never smile, make jokes, let your eyes twinkle, or laugh in the classroom. The danger here is that students may begin to think that all is not SERIOUS in the life of the intellect, that there might be a spark of humanity mingled in with your perfect, crystalline intellect. On the other hand, ridicule and pointed satire of students are to be encouraged whenever possible. It generates a sense of worthlessness and antagonism in the classroom and will protect you from any teaching award.

Dear S.P., I hope these are of some help. It is too late for you and for me. We have violated these rules, more than once, and have received our just punishment. But perhaps there are others, showing dangerous pedagogical promise, who might be saved by the promulgation of these timely tips.

A sympathetic voice
from the classroom of
eternity,
Socrates"



Tom McDonald

Ten rules on teaching I have found useful

by Harold Kaplan
Dean
Faculty of Arts
York University

1. Prepare!
2. Don't wear mismatched socks. It distracts students.
3. Go to your colleagues' classes and feel superior because you can spot all their mistakes. Don't repeat them.
4. Don't begin with your subject matter. Guess at the interests and backgrounds of the students; then work from there back to your subject matter.
5. Prepare!
6. No-one can stand 50 minutes crammed full of unrelenting erudition. Can you?
7. Enjoy teaching and like your students.
8. Before you give them answers, try to convince them that there are questions.
9. Prepare!
10. Use your intuition and never pay attention to what other people say about "how to teach", especially when this is presented in the form of rules to be followed.

A teacher — from grade-four to university

by Donald Cartwright
Associate Professor
Department of Geography
University of Western Ontario

When a teaching career begins at the grade-four level and progresses through secondary school into university one benefits from association with colleagues along the way who encouraged, criticized constructively and shared their knowledge of the profession. The need for this contact and encouragement never wanes. From these people I learned very early the necessity to develop an environment in which it is challenging but pleasant to learn. One also comes to realize that students require motivation at all levels of education. To assume that young people in university are self-motivated and, therefore, do not require stimulation from their professors can be a costly error. In part both can be attained through one's enthusiasm for the discipline and one's own research that brings a personal flavour to the program; I have found, however, that these must be enhanced by clear statements on the structure of the course and regular lecture outlines that have linkage to a basic theme.

I am convinced that if students are to become a part of this learning environment they need help to overcome their fear of making a mistake. This is particularly important in the first and second years of university. They must know that I am prepared to be wrong and that their questions and comments are welcome and will never be considered foolish. I have found this to be essential before students will interact during lecture sessions. Regular planning is necessary to sustain this forum because one scheme for teaching will not work for every situation nor even every day.

In Geography the use of labs, seminars, tutorials and field trips supplement the work done in lectures and they are particularly useful to foster individual contact. By helping each student to prepare for these sessions I have watched them develop skills in research and preparation, confidence in presentation, and begin the difficult task of learning to accept critical evaluation from their peers. A simple practice such as maintaining files of clippings on various topics, which can be loaned to a student, endorses the relevance of what they are preparing and provides that 'first step' to more intensive research.

After a student conducts a seminar or submits a report he receives written comments that contain praise, criticisms, and suggestions for improvement. This can be a valued culmination to the individual discussions that preceded the presentation.

Finally, a two-year stint as principal of an elementary school exposed the learning environment from the perspective of the administrator. These people must work to enhance that environment and I feel fortunate to be associated with a university where administrators at all levels recognize and encourage good teaching.

A prescription for good teaching

by Viktors Linis
Professor
Department of Mathematics
University of Ottawa

To describe "good teaching" is like giving a recipe for a nourishing but tasteless dish. On the other hand, good teachers come in bewildering variety of shapes, sizes and tastes.

In my own case a prescription that worked — or so it seems — is a combination of many factors. A partial list in alphabetic order is as follows: ambition (to succeed), arrogance (I know better), challenge (mathematics is a difficult subject to teach), humility (accept failures), humour (math is fun!), open mind (learn and listen), passion (I believe what I do), persistence (try again) and philosophy (education can make a man better).

In addition I had a good fortune being taught and educated by dedicated teachers in my native country — Latvia.



Tom McDonald

Respect...excitement... learning...

by Arthur Haberman
Associate Professor
Department of History
York University

Respect. Respect for the enterprise of teaching and for what you are doing in the classroom on a day-to-day basis; for students, their minds, their ideas and the willingness to learn from them as well as teach them; for colleagues with whom I share my work and whose brains I pick hourly, and from whom, especially in team-teaching situations, I learn a great deal and test my ideas; for the enterprise of knowledge, the tradition in which we participate, the values of the mind and the institution of learning.

Excitement. Excitement is the discovery of new things; stretching oneself before an audience; in the sense that all of us (in the lecture, tutorial, seminar, in the office and the footpath), are all getting closer to solving a problem or understanding something we have not grasped before; in the shared endeavor which creates a community and enables us to learn together in an organic way; in a little bit of risk-taking and a willingness to move beyond conventions.

Learning. My own teaching involves integration of research, teaching, and learning, and that must reflect itself in the classroom and in the exchanges I have with students and colleagues; knowing that you have to work hard at it day-by-day, and that teaching is really a cumulative affair, much more than the sum of its parts; and the knowledge that a few hundred words may open an issue, but it can never close it.

The essential function of universities

by Arthur E. Barker
Professor
Renaissance Literature
University of Western Ontario

Forty-five-odd years of teaching, with the privilege of five years of part-time post-retirement teaching and the sense that the process leading to this award was initiated by graduate students and sustained by former students in various American and Canadian universities who are themselves distinguished scholars and teachers, must make this a moving experience. But what one is chiefly moved to is the assertion — out of no merely senile nostalgia or apprehensiveness — of the crucial importance of such awards and the necessity of even more emphatic insistence, by Faculty Associations and Learned Societies and CAUT teachers, on what is the obviously essential function of the universities, which students clearly desire and value. Justifiable complaints that reduction of funds for R. and D. must prevent universities from contributing to the development of business and industry and the G.N.P. may appeal to politicians whose values and sense of the national product are gross. But what is demanded is a vigorous p.r. campaign to convince citizens that tenth-rate values and tenth-rate budgeting threaten to complete the dehumanizing of the process of university education.

NOTES FROM WASHINGTON

by Clive Cookson

Ever since university scientists began to take an interest in cryptography in the mid 1970s, the military and intelligence agencies that had previously monopolized the field have looked on the activities of the academic code experts with fear and distrust.

The National Security Agency (NSA), the American agency responsible for protecting the secrecy of US government communications and for gathering intelligence from the communications of other countries, believes university cryptographers may inadvertently endanger national security by making it easier for foreign governments to break American codes and/or to protect their information from NSA snooping. Over the past four or five years the NSA, which keeps a much lower profile than the Central Intelligence Agency, has tried on several occasions to muzzle university cryptographers.

Clamping down on open scientific inquiry is difficult under any circumstances in the United States, with its proud tradition of academic freedom. But the NSA made things even harder for itself by the clumsiness with which it harassed the cryptographers. Presumably the agency was handicapped by the fact that its past super-secrecy had given it so little experience in dealing with outsiders.

Academic cryptographers have moved into the field from mathematics, computer science and electrical engineering. They are attracted both by the theoretical interest in creating unbreakable codes and by the practical need to protect the rapidly increasing volume of information stored in computers and transmitted between them. They believe the national interest in protecting the privacy of business and personal data from computer criminals and snoopers far outweighs the threat to "national security" in the narrow sense used by the NSA.

The NSA issued its first veiled caution against open cryptographic research in 1977 when three faculty members from the Massachusetts Institute of Technology announced that they would describe a new computerized coding scheme at a meeting of the Institute of Electrical and Electronic Engineers (IEEE). The IEEE then received a mysterious letter from a J.A. Meyer, pointing out that the export of sensitive technical information was restricted by a vague, wide-ranging set of rules called the International Traffic in Arms Regulations.

The MIT paper and other cryptographic publications might contravene the regulations, warned Meyer — who turned out to be a NSA employee. It never became clear whether he was acting on his own initiative or on encouragement from the agency, but the episode provoked a big legal flap — MIT lawyers allowed publication of the suspect paper after a delay — and left the academics feeling nervous and uncomfortable.

The chill intensified in 1978, when George Davida of the University of Wisconsin filed a patent application for a cryptographic scheme, only to have the US Patent Office slap a secrecy order on his work. The order — imposed at the instigation of the NSA of course — was lifted after vigorous protests from the university.

Last year's shock for academic cryptography was the news that the National Science Foundation (NSF) — the federal agency responsible for supporting basic research — was passing all proposals for cryptographic projects to the NSA for review. Leonard Adleman of MIT was the first scientist to feel the effect of this arrangement. The NSF told him it would not fund part of his work on computer coding because the NSA wanted to support him too.

Shaken by this "very frightening collusion between agencies," Adleman angrily rejected the NSA proposal, whose terms could have forced him to keep some of his results secret. But Bobby Inman, who was then director of the NSA (and recently became deputy director of the CIA), said the security agency would continue looking for university cryptographers to support. "We just need two or three people who aren't scared to death of us," Inman said. "I really am dealing with sociological problems on both sides."

This Spring the NSA finally found a willing "guinea pig", as Stanford cryptographer Martin Hellman called himself. He accepted a \$94,000 grant, the first publicly awarded by the NSA to a university researcher, for mathematical studies related to cryptography.

Hellman gave several reasons why he felt "comfortable" with the deal, although he knew some of his colleagues would disapprove of it. First, he said, "the work that's covered by this proposal is not what I regard as hard-core cryptography. It's a good way to feel things out."

Secondly, Hellman said, "There are no more strings than with any other federal grant; this is a very important point. The people I was working with at NSA seem to be very understanding of what a university environment is like." Finally, the NSA did not insist on the right to refuse publication of his results.

Hellman had served on a nine-member Public Cryptography Study Group, convened by the American Council on Education (ACE) at the request of the NSA, which recommended in February that all academics submit papers on cryptography to the security agency for prepublication review. Although the system which the panel accepted by eight votes to one would be purely voluntary, it has stirred up great controversy and been denounced by senior administrators at MIT.

"There is an aura emerging that the universities have agreed to this sort of review," complained Michael Dertouzos, director of the MIT Laboratory for Computer Science, referring to newspaper reports of the study group's recommendations. "This university certainly has not. It has neither been consulted nor represented by the ACE."

Under the voluntary plan, researchers will submit papers on cryptography to the NSA before publication. If the agency believes a paper or part of it might threaten national security, it will ask the author to leave out or amend the offending sections.

Researchers will be able to appeal adverse decisions to a five-member board, three of whose members would be nominated by the president of the National Academy of Sciences. The other two would be appointed by the NSA director. However, because the system would be voluntary, a researcher could reject advice of the NSA and the review board and go ahead and publish anyway.

This is the only case in recent memory in which an academic panel has recommended prior restraint on the publication of university research. But members of the group, including Michael Heyman, chancellor of the University of California, Berkeley, defended the proposal as an experiment that should be given a chance. Otherwise, they felt, the government might use the law to block publication of certain cryptographic research.

The one dissenter on the panel was George Davida, who is now at the Georgia Institute of Technology. He spoke unhappily of the NSA's effort to control cryptography as "unnecessary, divisive, wasteful and chilling."

Canada / Japan fellowship saved

The Canada/Japan fellowship programme at the University of Tokyo has been saved from the threat of collapse.

After direct intervention on the part of the Canadian Association of University Teachers and by the Minister of External Affairs Mark MacGuigan, the federal government passed an order-in-council which saves the Canadian studies fellowship programme.

This programme has been in existence for several years as a contractual arrangement with External Affairs but involving a substantial contribution by the government of Japan to cover accommodation, travel and other costs.

In late March, just before the new holder of the fellowship, Professor David Smith of the University of Saskatchewan, was to leave for Japan, the Treasury Board ruled that all the Japanese contributions to travel, accommodation and the like would have to be taxed at the full Canadian rate. Since living costs in Tokyo are out of sight by Canadian standards, this would have meant that any Canadian academic who

took the fellowship would face a very substantial loss in income.

It was clear to External Affairs that this ruling would cause the fellowship programme to collapse.

The Treasury Board suggested that External Affairs pay a sum equivalent to the tax costs to Professor Smith. This would have escalated Canada's contribution four-fold and would have been a scandalous waste of the taxpayers' money so that one department of the federal government might pay another.

At this point, Professor Smith asked the CAUT to intervene. CAUT Executive Secretary Donald Savage met with Mr. MacGuigan to stress the importance of the exchange programme and the need for action to prevent its collapse. Mr. MacGuigan took up the case immediately and arrangements were made so that Professor Smith could go ahead to Japan, without the penalties prescribed by the Treasury Board.

The Department of External Affairs is now working on arrangements to make the financing of the fellowship permanent.

GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES & APPLIED RESEARCH



EDUCATION

The Gabriel Dumont Institute for Native Studies and Applied Research invites applications for the following positions in the Saskatchewan Urban Native Teacher Education Program (SUNTEP):

SUNTEP Co-ordinator (Prince Albert):

To supervise and give direction to the SUNTEP Centre. The candidate must have expertise in teacher education, Indian and Metis culture and an ability to relate to and work with Native students. Salary up to \$28,576.

SUNTEP Student Counsellor (Prince Albert):

The candidate will become part of a three-member team assisting a group of trainees to successfully complete a teacher education program. The primary responsibilities of this position will be academic tutoring, teaching and personal counselling. Salary up to \$26,136.

SUNTEP Resource Counsellor: (2 positions, Prince Albert and Saskatoon)

The primary duties of the positions are to establish a resource centre and assist students in research activities. Salary up to \$19,050.

The Student Counsellor and Resource Counsellor should have relevant training and expertise, preferably in teaching and teacher education. Closing date is when positions are filled. An application, including a curriculum vitae, and letters of reference should be submitted to Dr. Kenn Whyte, Director, Gabriel Dumont Institute of Native Studies and Applied Research, 2505 — 11th Avenue, Regina, Saskatchewan, S4P 0K6.

On your marks...

by J. David Martin

Most of us have standard techniques for marking. They are good enough to satisfy the registrar with letters and numbers — and usually to satisfy the student that her/his work has been appraised as fairly as can be expected. However, I doubt that the majority of us have tested our marking techniques against the criteria that social scientists might apply to survey questions or observation schemes. Here, I have attempted to do just that, using the sort of criteria I would use on research measurement to examine the measurement of student achievement.

Who Should Mark?

It is customary for the professor who teaches a course to set and mark the examinations therein...but it may be unwise. There is one very good reason for this, and there are more in some curricula.

The universal reason for a professor not marking her/his students is that marking is virtually an adversary process. The student tries for the highest possible mark; the professor tries to find weak as well as strong points and, especially where students are assertive, may indeed spend a large part of marking time defending the difference between the mark given and 100%. Many students thus find themselves "against" the professor — which is bad for learning.

Were there a "departmental bastard" whose job it was to set and mark examinations (for example, Oxford's examinations are marked by a special officer, not by the student's tutor or lecturer), both professor and students would be on the same side, trying to achieve high marks. This person should be an expert reader of bad longhand, for if attention must go either to the handwriting or the content, content always loses.

In professional curricula, there is a further reason: the student will ultimately be examined for a licence by a board appointed by the professional society. The final, most important "mark" is based on that licensing examination. The standards and content emphases of that board are the profession's best guess as to what it takes to practice; and they should be the source of course examination materials for that reason.

What Should Be Tested

The professional example probably applies generally, at least as a matter of educational philosophy. The ideal standard for marking any course should be based not on the professor's personal interests, but on the collegial judgment of what is important, and what is "right," in a topical area.

It would be difficult, as a practical matter, to obtain a good representative sample of that "collegial judgment" from the appropriate scholars across Canada (to say nothing of the appropriate scholars worldwide). In the case of an introductory course, the use of common department-written exam questions would seem to be a fairly effective approximation, at least in the physical and social sciences. In the case of any course, the use of questions written in aid of a good, wide-coverage textbook, along with instructor or department-generated questions, is likely to be an improvement rather than a cheap time-saver.

Probably, learned societies could contribute to the educational process by setting "course design committees" which would draw up outlines and write large numbers of

exam questions — or perhaps, an annual final exam! I do not deny that this reduces individual "academic freedom" — but it does so in favour of the scholarly collegium, not those "ignorant administrative sorts" we so often complain about.

When, Where, How To Examine

Since examinations and marks are meant partly to inform the student, there should be tests given frequently during a course, with rapid feedback of the results. Since some students are diligent in their studying only "when it counts," these probably have to "count."

However, if the course's objective includes long-term retention of knowledge, a "big final exam," or even an examination long after the course is over, may be the best way to measure that retention.

Though we often lack control over the place of an examination, it should be free of distraction — noisy air systems come to mind, as well as people and machines outside the windows; it should be secure from interruption, and ideally should have washroom facilities. If a practical skill is being examined, the setting should simulate the place where such work is likely to be done. Thus, a thesis, in simulating research on one's own, is a good measure of one's fitness to do such work.

Sometimes it may be more valuable to have examinations taken home and typed than to have surveillance over the examinee. Typed work is far easier to read, and the attention that might have to go decoding handwriting in a classroom exam can be put to following and evaluating complex reasoning in a typed one. Indeed, there have been times when I felt it necessary, if onerous, to transcribe a badly handwritten paper before it could be marked; and it is arguable that long essays should not be handwritten unless this possibility exists.

Without entering into the debate between advocates and opponents of "objective" tests, especially multiple-choice: I would suggest that problem-solving tests are more widely applicable than usually employed. Depending on the notes allowed and the problems chosen, these can test passive and active recall, application of concepts, the ability to choose among alternative theories or techniques, and the ability to integrate date and theory/ies.

Changing Marks

Marking is certainly subject to error...as is any measurement process. However, if that error is random — and if we can avoid bias it will be random — then no one can tell by looking at notes whether any specific mark is too high or too low. For the same reason, it is unfair to give any one student the "benefit of the doubt!" The doubt is of the same kind for all; so the benefit given to one should be given to all. To reward those who come to complain, though it may relieve your and their tensions, is to treat complaining as a learning objective!

If something other than imperfect measurement — something like illness or a flat tire that made for late arrival at the exam — might have affected a mark; then it may be appropriate to provide a "make-up." But compassionate reasons alone should not justify raising the mark; rather, they should be set beside the mark earned as an explanation to be considered by whoever uses that mark as information. If the cause for compassion did not affect what the student learned, a make-up represents a later, fairer chance to express

Royal Alexandra Hospital

RESEARCH CARDIOLOGIST

Applications are invited for the position of Research Cardiologist at the Royal Alexandra Hospital. It is hoped to obtain funding for the successful applicant from the Alberta Heritage Medical Research Scholarship Fund.

The successful applicant will have the full-time university appointment in accordance with seniority and experience.

The applicant should be a specialist in Cardiology or Internal Medicine and be eligible to practice medicine in the province of Alberta.

Expertise in Electrophysiology and Cardiac Arrhythmias with a proven ability to carry out independent research is also required.

Please make application and inquiries to:

Dr. Simon Lee
Chief of Cardiology
Royal Alexandra Hospital
10240 Kingsway Avenue
Edmonton, Alberta
Canada
T5H 3V9
Or Phone: (403) 477-9667



1981 COMMONWEALTH UNIVERSITIES YEARBOOK

Published annually by the Association of Commonwealth Universities, the four volume 1981 Commonwealth Universities Yearbook is designed to provide to academic staff, administrative personnel and students basic facts about 350 universities in 27 Commonwealth nations. This fifty-seventh edition contains, in 2,800 pages, full descriptions of undergraduate and graduate degree programs, a comprehensive academic staff list arranged by subject for each institution, and major essays on higher education in eight Commonwealth countries.

Seven appendices include undergraduate entrance requirements, an outline of the Commonwealth Scholarship and Fellowship Plan, and a statistical analysis of students enrolled at other Commonwealth universities. In addition, the Yearbook has a 165,000 name index, 45 pages of general indexes and 22 other indexes.

The 1981 Commonwealth Universities Yearbook is distributed in Canada by the Association of Universities and Colleges of Canada. Staff of AUCC member institutions: \$87.50 prepaid. Others: \$125 prepaid.

Address orders to AUCC Publications, 151 Slater Street, Ottawa K1P 5N1.

that learning accurately; if it did affect what was learned, then what was learned should be marked, or marks cease to mean what they purport to.

The Bugaboo Of Objectivity

If I have not discussed "objective tests," it is because though their content may be concrete, they do not thereby measure knowledge in a way that is assuredly objective. They do remove some occasions for bias; however, subjectivity may mean bias or it may mean any of the following:

- that the attributes being tested are imperfectly mirrored by oral or written language;
- that students vary in their fluency in the

language of examination;

- that some students suffer from more exam anxiety than others;
- that their handwriting varies in quality;
- that questions were prepared in some manner OTHER than by covering all the content of the course with equal emphasis and then drawing a random sample to constitute the test;
- that some course objectives are inherently subjective.

The list is incomplete, but it gives one an idea of the scope of the problem! With total objectivity so extremely difficult to achieve, I suggest we should aim for the scientist's working substitute: intersubjective consensus. My emphasis on collegiality has been made with this in mind, as well as for the other reasons already given.

Professor Martin is with the Department of Sociology at Lakehead University.

TAX TIPS

by Touche Ross & Co.

Principal Residence — Exemption from Income Tax

Special tax provisions exist relating to the disposition of a home, or "principal residence", which generally allow homes to be sold free of income tax. Some provinces grant credits for municipal taxes paid on principal residences, as defined by the province. The two principal residences should not be confused. The same residence will normally qualify in both situations but the rules are not dependent on one another.

Definition

The principal residence of a taxpayer for a taxation year may be a housing unit, a leasehold interest therein or a share of the capital stock of a co-operative housing corporation. It may be owned by the taxpayer or jointly with another person. It must be ordinarily inhabited in the year by the taxpayer. A residence not inhabited by the taxpayer may qualify if it was ordinarily inhabited by a spouse, former spouse or financially dependent child.

A housing unit includes a house, apartment in a duplex or apartment building or condominium, cottage, mobile home, trailer or houseboat.

A principal residence also includes the land that the residence is on to a maximum of one acre. For land in excess of one acre, the taxpayer must establish that such land is necessary for the use and enjoyment of the residence in order to include it as a principal residence. The limitation of one acre acts to prevent taxpayers from claiming principal residence for land held for speculation. This rule was highlighted in a recent Tax Review Board case, (Madsen vs MNR, 81 DTC 1). On the sale of a home situated on eleven acres of land, the taxpayer was taxed on a capital gain on ten of the acres.

Calculation of Gain on Disposition

On disposition of a principal residence the capital gain is calculated in the normal manner, proceeds less adjusted cost base and costs of disposition. The gain is then reduced by an exemption which is calculated as follows:

1 plus number of years after 1971 for which property was designated as principal residence and the taxpayer was resident in Canada

X Capital Gains on Disposition

number of years ending after 1971 that property was owned.

One half of any gain remaining after this reduction is subject to income tax.

Thus where a residence has been the principal residence of a taxpayer for all years owned since 1971 the total amount of the gain is exempt from tax.

An alternate calculation of the taxable portion of a capital gain on disposition of farm homes is available. Details of the calculation can be found in Revenue Canada's Interpretation Bulletin IT-120.

Designation on Principal Residence

Only one residence may be designated as a principal residence by a taxpayer for any given calendar year.

A principal residence must be designated as such with the tax return for the year in which the disposition occurred. However, according to the Department's administrative practice, such designation need not be filed unless a taxable capital gain occurs after deducting the exempt portion of the gain.

Ownership of Property

Where a residence is owned jointly by a taxpayer and his spouse and a gain is realized on disposition of the residence, each will realize their proportionate gain. Therefore, each must designate his respective interest in the housing unit as being a principal residence for the years owned since 1971 in order that his portion of the gain will be exempt under the principal residence rules. However, if both spouses do so designate their respective interest as principal residence, then a second residence owned by either of them may not be designated as a principal residence for the same years.

In contrast, if one spouse is the sole owner of one residence and the other sole owner of a

second residence, e.g. a cottage, then both residences are eligible for status as a principal residence during the same period of time.

Change of Use

When a residence is turned into an income producing property, e.g. it is rented, a taxpayer is deemed to have disposed of the property for tax purposes at its fair market value. The same rule applies when the taxpayer moves back into the house.

Any deemed gain on the first disposition will normally be exempt from tax under the principal residence exemption. The second disposition may result in tax, based on any increase in value while rented.

To avoid the above deemed dispositions and any resulting tax on capital gains, an election under section 45(2) may be made at the time of renting. This will deem that the taxpayer has not commenced using the property for the purpose of producing income. As a result, when the taxpayer subsequently moves back into the house, there is no related change in use back to a principal residence. While the 45(2) election is in force, the residence may be designated as a principal residence, but normally not for more than four years.

Please refer to the 1980 CAUT Tax Guide, page 5 for a more detailed discussion of the change in use rules and the section 45(2) election.

More than one Principal Residence

If two principal residences are owned, say a home and a cottage, they can be disposed of free of income tax if each has been owned by one different spouse. If one or both have been owned jointly and occupied by both spouses, then prior to sale, ownership should be changed from joint to single so that on sale, each residence is owned by one, different spouse who may then designate that residence for the entire period of joint ownership.

If both residences have been owned by the same spouse for a number of years it will not be possible to avoid tax on the gains on both residences for those years. A transfer of one residence to the other spouse will allow designation of both properties for subsequent years.

Because of the general nature of this discussion, it is advisable prior to transferring ownership of a property to review any other tax implications and provincial legislative considerations with your tax and legal advisors.

Department Interpretation Bulletins

Interpretation Bulletins IT-120R and IT-366 are available from your District Taxation office on the subjects of Principal Residences and Transfer of Principal Residence to Spouse. These contain additional detail which has not been discussed in this article.

UNIVERSITY OF TORONTO FACULTY OF MEDICINE Orthopaedic Surgery

- University Dept — Surgery, Hospital Dept — Surgery (Orthopaedic Division)
- University Title — Associate Professor — Hospital Title Head Orthopaedic Division
- Qualifications required — Established reputation at National and International Level. Administrative and Leadership Capability.
- Nature of Duties — Head of Division of Orthopaedic Surgery, Toronto General Hospital. To develop Research and Educational Program.
- Salary — Commensurate with qualifications and experience.
- Person to whom enquiries should be sent — Dr. F.G. Pearson, Surgeon in Chief, Eaton Building, 10-233, Toronto General Hospital, Toronto, Ont. M5G 1L7.
- Effective Date of Appointment, July 1st, 1981.
- Type of appointment annual clinical
- Closing Date for Receipt of Applications — May 30th, 1981.

Censured Administrations

The following university administrations are under CAUT censure:

Board of Governors
UNIVERSITY OF CALGARY (1979)
The third stage of censure was placed on the University in May, 1980.
President and Board of Regents
MEMORIAL UNIVERSITY OF NEWFOUNDLAND (1979)
The third stage of censure was placed on the University in May, 1980.
TECHNICAL UNIVERSITY OF NOVA SCOTIA (1980)
(formerly Nova Scotia Technical College)
The first stage of censure was placed on the University in May, 1980.

- Note:**
1. Under the first stage of censure faculty members are advised to inform themselves fully of the procedures which exist for the protection of academic freedom before accepting an appointment at the censured university. The censure is advertised regularly in the CAUT Bulletin.
 2. Under the second stage of censure faculty members are advised to in-

form themselves fully of the procedures which exist for the protection of academic freedom before accepting an appointment at the censured university. The censure is advertised more widely in Canadian and foreign faculty association and other publications.

3. Under the third stage of censure the CAUT Council recommends that members of faculty associations not accept appointments at the censured university.
4. Because the CAUT does not recommend that faculty members decline appointments when a university is under the first or second stage of censure the CAUT Bulletin continues to carry advertisements for positions vacant at censured universities. Such advertisements are not carried in the Bulletin for universities under the third stage of censure.

Information about the events which led to censures may be obtained from:

The Executive Secretary
Canadian Association of University Teachers
75 Albert Street, Suite 1001
Ottawa, Ontario
K1P 5E7

Athabasca relocation

Athabasca University's relocation report gives no good reason for the governing council's renewed support for the move to Athabasca.

The provincial government announced the move last March. The governing council resolved then to support the move.

President Sam Smith objected to the government's action and resigned when the board would not support him. Board member Edward Checkland also resigned, calling the government "high-handed, arbitrary and arrogant."

The council then arranged for a study and report on the impact of the move and resolved "That upon receipt of the final report...this council will reconsider its official reaction to the government's announcement to relocate the university in the town of Athabasca."

The report now is complete. It predicts the move will cost \$19.7 million for new facilities, \$12.5 million for other initial costs and \$1.5 million annually for operating costs.

The faculty and support staff have asked Advanced Education Minister John

Horsman "to reconsider before it is too late, and (before) an expensive white elephant has replaced what now is an innovative and fairly inexpensive educational institution."

Their concern, unfortunately, is not echoed by council chairman Ken Chapman. He has commented that "Athabasca University has been generously funded in the past. The problems of the university can be solved with money." Consistent with this, the council has reaffirmed its support for the move.

The move to Athabasca was never justified, educationally or financially, when announced. Nor does the impact report provide any such justification. The move was, and remains, politically motivated. The compliance of the chairman and board help assure that the move will be a political success — at an educational cost to students and a financial cost to taxpayers.

Reprint of an editorial appearing in the February 21 edition of the *Edmonton Journal*.

BARGAINING TALK NÉGOCIATIONS

By Donald G. Lewisque / Associate Executive Secretary
Collective Bargaining & Economic Benefits

As I reported in last month's column, LAKEHEAD settled its first contract. The monetary package was as follows: a 9.15% scale or cost of living increase, and a 5.5% across-the-board catch-up for 1981-82, a 7% scale increase for 1980-81 and a 5% scale increase for 1979-80; an anomalies fund of \$25,000 and a provision that provides an extra career development increment upon promotion. A very important feature of the contract is the procedure for reclassifying existing term appointments into the tenure stream and the fact that most new appointments will be probationary and eligible for tenure. The grievance and arbitration procedures provide that grievances about academic judgments in tenure and promotion decisions may proceed through to a three member arbitration panel, while all other grievances can be taken to a single arbitrator. Unlike many other contracts, there is no joint grievance committee in the Lakehead contract; the parties felt that the lack of such a committee would facilitate resolution of grievances.

The result of the University of TORONTO mediation was as follows: a scale increase of 9.1%. The mediator also recommended a 1.1% increase in the benefit package. The faculty association disputed whether this really should be included as part of the salary package. For example, 0.6% of this 1.1% increase will go into the overload stipend. The faculty association, in fact, suggested to Christie that he recommend that this 0.6% be added to the scale increase. However, the mediator chose not to do this. In the aftermath of the mediator's report, the faculty association has established a committee to investigate alternatives to their current method of negotiating compensation matters.

TRENT and YORK are currently in conciliation.

The DALHOUSIE faculty association has ratified its collective agreement. The Dalhousie settlement calls for a scale increase of 7.75% for 1980-81 and 8% for 1981-82. The career development increment is \$900 for each year, and can be withheld. There is also a \$130,000 sum for merit increases for faculty. The librarians receive 6.74% plus \$400 on scale for 1980-81 and 7.18% plus \$400 for scale for 1981-82 and a career development increment of 695 to 865. The package also includes an improved dental plan and a possible \$1000 research grant for 1981-82. There is a health and safety article, reduced work load article and an university committee to study affirmative action.

Plans for the National Collective Bargaining Conference, to be held June 22-26, are underway. Some of the sessions planned for this year are on Tenure and the Courts, Grievance Handling, Interest Arbitration, and Workload Provisions. I hope I will see many of you at the Conference.

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(Advertisement continued opposite page)



It has often been asked "what's in a name?" But how often is it asked "what's in a pronoun?" The ubiquitous little pronoun in its various guises is always ready to provide the unwary scholar with a dilemma.

"I" is the most straightforward of the pronouns, but some people, moved by what I consider to be misplaced modesty, hold that in scholarly work, from the short essay to the long book, its use is always out of place. Various unobjectionable — if slightly awkward — alternatives are available, such as using the passive voice or referring to oneself as "the writer". One alternative that is not unobjectionable will be discussed in due course.

Nothing needs to be said about "thou", as it is now being phased out even in places of worship.

The third person singular raises a problem that interests many people, sometimes to excess. Should words such as "the reader" and "the student" be followed by "he" or "he/she" or "he or she"?

I would begin by eliminating "he/she". It looks clumsy, as one is unsure how it is to be pronounced. To vocalize it as "he she" is far from euphonious. It might be read out as ungrammatical pidgin-English — "he slash she" or (far preferably) "he stroke she". Or one might read it as "he or she", which is what it really means: but then why not write the middle word in the normal way? The one argument for the

What's in a pronoun?

by Michael Cherniavsky

slash is that it looks more economical of space, but only if it is used several times in the same paragraph is it likely that any paper will actually be saved.

The choice, then, lies between "he" and "he or she", and the following guidelines may be suggested. When the reference is broad and indefinite, and quite obviously not restricted to males, then the convenient and familiar practice whereby the masculine pronoun can also serve as "common" is acceptable. (Rather oddly, for very young babies the neuter "it" serves as the common-sex pronoun.) But when members of an identifiable group containing males and females are referred to, "he or she" should be used. Normally, then, "the student" is to be followed by "he or she"; but in a sentence like the second one in the next paragraph, the masculine pronoun is sufficient.

Some people have a strange idea about

"we". The writer, they say, should strictly avoid using "I", as too egocentric, and should instead refer to himself as "we". I have never met anyone who has been able to produce a remotely plausible defence of this injunction. To use the first person plural instead of the singular may be self-effacing in intention, but this is, after all, the royal, the papal, the Victorian-editorial "we". Moreover, in written work "we" has two useful functions to perform: it can refer to the writer and the reader ("As we have seen...") or to people in general ("As we always find..."). For it to appear, miscast, in yet a third role ("As we have argued...") is at best untidy and at worst confusing.

It would no doubt be fanciful to suggest that proponents of the use of "we" to mean "I" are subconsciously fortified by the spectacular triumph of that other plural

pronoun, "you", which has for centuries been used for addressing one person. This double function of "you" confuses no one. In conversation with more than one person, ambiguity is avoided by tagging on words like "both" or "all", or by designating an individual by name or with a glance of the eyes. In writing, there is no danger of ambiguity as the writer is addressing every reader — i.e. all readers individually — and this straddles the grammatical categories of singular and plural.

Finally we reach "they", the only pronoun that is always unequivocally plural in sense, and the only one that may be used of females, males, animals and things.

But even here there are pitfalls for the unwary. The units may not be freely mixed; a philosopher may recognize here an analogy with Bertrand Russell's celebrated theory of logical types. Thus to ask "Are they in the car?" referring to the child and the family dog, may be just acceptable, but to ask with reference to the child and the suitcase would be quite intolerable.

However, none of these issues should be regarded with undue solemnity. Words, as Thomas Hobbes said, are wise men's counters but the money of fools. To which it might be added that pronouns are tokens that stand for counters.

Professor Cherniavsky is with the Department of History at the University of Waterloo.

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ADMINISTRATIVE POSITIONS

UNIVERSITY OF SASKATCHEWAN. Western College of Veterinary Medicine. **Veterinary Anatomy.** Applications are invited for the position of department head for the Department of Veterinary Anatomy, Western College of Veterinary Medicine, University of Saskatchewan. Desired qualifications include the veterinary degree, plus a Ph.D. or equivalent level of expertise in veterinary anatomy. A background and interest in teaching veterinary research and graduate programs is essential. The successful candidate will be expected to provide administrative direction to the department, participate in undergraduate teaching (preferably in the designated area), and provide academic leadership to the department primarily in undergraduate teaching, graduate teaching, and research. The Department of Veterinary Anatomy is one of the 5 academic departments, which, in addition to the teaching hospital, comprise the Western College of Veterinary Medicine. The department consists of 6 faculty positions including the headship with a total number of supporting staff. Its facilities include an Electron Microscope Suite with 2 transmission electron microscopes and additional research labs. The teaching program is primarily directed at undergraduate veterinary medicine, but includes significant graduate offerings associated with electron microscopy and advanced veterinary anatomy as well. The position is available July 1, 1981 with appointment at a level commensurate with qualifications and experience. Please send inquiries or applications (including a curriculum vitae and the names of three referees) to Dr. N.O. Nielsen, Dean, Western College of Veterinary Medicine, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

LAURENTIAN UNIVERSITY, School of Nursing. Applications are invited from men and women for the position of Director of the School. Candidates should have a minimum of a M.Sc.N. and suitable academic and administrative experience. Bilingual candidates are preferred. Salary and rank will be commensurate with qualifications and experience. Laurentian is a small University in north-eastern Ontario situated near many beautiful lakes. Employment in the school totals about 50 students. Applications should be submitted to: Professor Brenda Keen, Chairman of the Search Committee, School of Nursing, Laurentian University, Ramsey Lake Road, Sudbury, Ontario, P3E 2C6.

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CAUT will carry advertisements from censored universities at the first and second stages of censure only. CAUT refuses ads from universities at the third stage of censure because the Council explicitly recommends that members not take positions at an institution at this stage of censure.

15th, 1981 to: Churchill Northern Studies Centre, 600 — 428 Portage Avenue, Winnipeg, Manitoba, R3C 0E4. Telephone: (204) 949-1844. Attention: Mr. G.M. Goodwin, Secretary-Treasurer.

UNIVERSITY OF VICTORIA. Department of Computer Science. Chairman. Applications are invited for the following position: Chairman, Department of Computer Science. Appointment effective July 1, 1981. Applicants should be senior scholars in the discipline and have demonstrated administrative ability. Salary and rank open. Preference will be given to Canadian citizens and landed immigrants, but foreign applicants are also encouraged to submit their curriculum vitae and the names of three referees to J.S. Hayward, Acting Associate Dean, Faculty of Arts and Science, University of Victoria, P.O. Box 1700, Victoria, B.C. Canada, V8W 2Y2. Closing date for applications: May 30, 1981. The Computer Science Department currently consists of one Professor, four Associate Professors, and five Assistant Professors (all with Ph.D.s in Computer Science). The main research interests of the Department are software and scientific computation and faculty members have access to two IBM 4341's, a VAX 11-789, a PDP 11/44 running UNIX, and a variety of microcomputers.

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TECHNICAL UNIVERSITY OF NOVA SCOTIA. Faculty of Architecture. Applications or nominations are invited for the position of Head of the Department of Urban and Rural Planning. The Department is three years old and offers a professional Master's degree following successful completion of a co-operative (work-study) program of two years. There are presently two full-time students. Responsibilities of the appointment include: the administration, academic planning and development of the department; teaching graduate planning courses; research. A doctoral degree in Planning or a related discipline is desirable; specialization in economics and quantitative methods would be particularly welcome. Eligibility for membership in the Canadian Institute of Planners is essential. It is desirable that the appointment be made with effect from September 1, 1981, or as soon thereafter as possible. It is the University's new policy that administrative appointments are made for a fixed term, and advertised towards the end of that term as a matter of course. In the present case the search for a Head coincides with an ongoing

search for a third full-time faculty member with qualifications similar to those given above. All unsuccessful applicants for the Headship will automatically be considered for that position unless they otherwise instruct. Applications, enquiries, or nominations, including a detailed curriculum vitae and the names and addresses of three referees, should be addressed to Dr. Peter Manning, Dean, Faculty of Architecture, Technical University of Nova Scotia, P.O. Box 1000, Halifax, Nova Scotia, Canada, B3J 2X4.

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jects on lymphocytes, cell surface receptors and their role in lymphocyte activation. We require a Biochemist/Cell Biologist with experience in membrane Biochemistry preferred. The starting range for the position is \$14,000 - \$16,100 depending on qualifications and experience. Applications should be submitted to Dr. Frances Sharom, Department of Chemistry and Biochemistry, University of Guelph, Guelph, Ontario, N1G 2W1.

MCGILL UNIVERSITY. Department of Biochemistry. Research Assistant: Experience in pheromone biochemistry and enzymology (Ph.D.). Submit curriculum vitae including references and publications to Dr. E. Meighen, Department of Biochemistry, McGill University, 3655 Drummond Street, Montreal, Quebec, H3G 1Y6. Starting Date — July 1, 1981.

UNIVERSITY OF ALBERTA. Department of Biochemistry. Molecular Biology. Opportunities for promising graduate student candidates and postdoctoral fellows in biomedical research now exist under the auspices of the Alberta Heritage Trust Fund for Medical Research. The Department of Biochemistry of the University of Alberta is recruiting suitable candidates interested in research in the following fields: biomedical virology and viral oncology; membrane biology; the structure and function of proteins, including enzymes; x-ray crystallography and NMR spectroscopy; DNA replication, repair and structure; DNA mediated gene transfer; biochemistry of the immune response; metabolic control mechanisms; and molecular biology of bacterial surface structures. Interested applicants should forward their curriculum vitae to: Dr. J.S. Oliver, Department of Biochemistry, Medical Sciences Building, University of Alberta, Edmonton, Alberta, T6G 2H7.

BIOLOGY

UNIVERSITY OF OTTAWA. Department of Biology. Postdoctoral Fellowship. Recently graduated Ph.D. from a biochemistry or biology department. To study metabolite flux through fish liver cells as related to thermal conditions. Salary \$14,500. Send a curriculum vitae and three letters of support before May 29, 1981 to Dr. T.W. Moon, Department of Biology, University of Ottawa, Ottawa, Ontario, K1N 6N6. Appointment is contingent with funding and will be effective immediately.

UNIVERSITY OF WATERLOO. Department of Biology. Applications are being invited for the position of Assistant Professor in Environmental Toxicology. Appointment is for an initial term of two years and is subject to the availability of funds. Ph.D. required; postdoctoral experience preferred. Duties: to teach undergraduate courses and establish an independent research programme in environmental toxicology. Salary commensurate with qualifications. First consideration will be given to those applicants who, at the time of application, are legally eligible to work in Canada for the period covering this position. Send curriculum vitae and names of three referees to Dr. J.E. Thompson, Chairman, Department of Biology, University of Waterloo, Waterloo, Ontario, N2L 2G1, Canada. Effective date of appointment is July 1, 1981. Closing date for receipt of applications is when the position is filled.

UNIVERSITY OF WATERLOO. Department of Biology. Applications are being accepted for the position of Assistant Professor in Freshwater Biology. Appointment is for an initial term of 2 years and is subject to the availability of funds. Ph.D. required; postdoctoral experience preferred. Duties: to teach undergraduate courses and establish an independent research programme in freshwater biology. Salary commensurate with qualifications. First consideration will be given to those applicants who, at the time of application, are legally eligible to work in Canada for the period covering this position. Send curriculum vitae and names of three referees to Dr. J.E. Thompson, Chairman, Department of

Biology, University of Waterloo, Waterloo, Ontario, N2L 3G1, Canada. Effective date of appointment is July 1, 1981. Closing date for receipt of applications is when the position is filled.

BOTANY

UNIVERSITY OF BRITISH COLUMBIA. Department of Botany. Research Associate — Plant biophysicist-physiologist (Subject to funding). Post-doctoral research associate to join a group studying changes in cell wall constituents during hormone-induced extension. The project involves the use of proton and deuterium NMR spectroscopy, x-ray diffraction analysis and enzymological techniques. A strong background in polysaccharides and plant physiology is required. Salary is negotiable with experience. Contact: Dr. P. Taylor, Botany Department, University of British Columbia, Vancouver, B.C., Canada V6T 2B1. (Phone 604-228-2340).

BUSINESS ADMINISTRATION

UNIVERSITY OF WINDSOR. Faculty of Business Administration. The Faculty invites applications for a position: Industrial Relations, Personnel, Organization Behavior, Faculty Ph.D. or D.B.A. in Business or Industrial Relations and able and willing to do research preferred. The geographic area provides opportunities for consulting. Also, some research support is available. Approximately 1800 students; 250 M.B.A.'s. Write Dr. O.L. Crocker, Area Head, Administrative Studies, Faculty of Business Administration, University of Windsor, Windsor, Ontario, N9B 3P4.

MCMMASTER UNIVERSITY. Faculty of Business. Applications are invited in the following areas: (i) Accounting, (ii) Finance, (iii) Management Information Systems, (iv) Marketing and International Business, (v) Organizational Behavior, (vi) Personnel and Industrial Relations. Rank depends on qualifications and experience; preferably at the Assistant or Associate Professor level. Visiting appointment is also possible. Ph.D. or DBA degree is expected, preferably with teaching and research experience. Duties include research and teaching at both graduate and undergraduate levels. Applicants for Management Information Systems will be expected to teach courses in Introductory Marketing, International Business will include course in International Marketing and International Management. Applicants in the fields of Organizational Behavior and Personnel and Industrial Relations with teaching proficiency in both areas will be given preference. Salary will be commensurate with qualifications, teaching and practical experience. Appointment date is open; July 1st, 1981 is preferred. Application date closes when position is filled. Applications should be sent to Dr. A.Z. Szendrovits, Dean, Faculty of Business, McMaster University, Hamilton, Ontario, L8S 4M6.

UNIVERSITY OF GUELPH. Business Administration. The University has a vacancy for a visiting assistant professor. This is a joint appointment between the School of Agricultural Economics and Extension Education and the Department of Economics. Part of the teaching assignment will be associated with a new Management Economics program. Candidates should be willing and able to teach in some of the following range of courses: International Marketing of Agricultural Products, Policy Planning and Implementation, Production Management and Operations Research, Theory of Corporate Finance, Industrial Organization, Portfolio Management, Financial Institutions. Applicants will ideally have a doctorate, but other qualifications will also be considered. Research and teaching experience desirable. Salary is competitive and position is subject to budgetary approval. Letters of application should be directed as soon as possible to either: Professor P.A. Wright, Acting Director, School of Agricultural Economics and Extension Education, University of Guelph; or Professor E.K. Grant, Acting Chairman, Department of Economics, University of Guelph, Guelph, Ontario, N1G 2W1.

UNIVERSITY OF SASKATCHEWAN. College of Commerce. Business Administration and Commerce. Applications are invited for faculty positions from those with

teaching and research interests in Accounting, Finance, Industrial Relations, Management Science, Marketing and Organizational Behavior. A Ph.D. or equivalent is desirable. Masters level or the equivalent will be considered for renewable term appointments. Both men and women are invited to apply. Salary and rank are dependent on qualifications. Applications are welcome until positions are filled. Appointments are normally effective as of July 1st. Please send resumes to: Dr. P. Michael Maher, Dean, College of Commerce, University of Saskatchewan, Saskatoon, Saskatchewan, Canada, S7N 0W0.

THE UNIVERSITY OF ALBERTA. Faculty of Business Administration and Commerce. Applications are invited for faculty positions from those with teaching and research interests in: accounting, management information systems, finance, management science, marketing, business policy, industrial relations and legal relations. Ph.D. or equivalent is desirable. Salary and rank depend on qualifications. Applications welcome until positions are filled. Appointments normally effective July 1st. Send resume to: Dr. Roger S. Smith, Dean, Faculty of Business Administration and Commerce, University of Alberta, Edmonton, Alberta, T6G 2G1, Canada. The University of Alberta is an equal opportunity employer.

UNIVERSITY OF WATERLOO. Business Administration. Accounting and finance — Applications are invited for faculty positions at the rank of associate or assistant professor from those with teaching and research interests in (i) managerial accounting (ii) financial accounting (iii) finance. Ph.D. or equivalent. Salary and rank will depend on qualifications. Appointments effective September 1, 1981 or by arrangement. Appointments available until positions filled. Send resumes to: Dr. John R. Hanna, Professor of Accounting, 222 Hagey Hall, University of Waterloo, Waterloo, Ontario, N2L 3G1. First consideration will be given to those applicants who at the time of application are legally eligible to work in Canada for the period covered by this position. The availability of this position is subject to budgetary approval.

MCGILL UNIVERSITY. Business Administration. Assistant Professor, Organizational Behavior/Personnel, Ph.D. and interest in both teaching and research. Teaching personnel and some organizational behavior at the B. Com. and MBA levels in Day and Evening programs of the McGill Faculty of Management. Salaries competitive with those paid in comparable institutions. Reply to: Dr. Laurent Picard, Dean, Faculty of Management, McGill University, 1001 Sherbrooke Street West, Montreal, Quebec, H3A 1G5. Effective Date of Appointment: August 1, 1981. Closing date to receive applications: May 30, 1981.

CHEMISTRY

ST. FRANCIS XAVIER UNIVERSITY. Department of Chemistry. Assistant Professor of Chemistry (Limited Term). Applications are invited for a position for the 1981-82 academic year, to teach quantitative analysis/analytical chemistry to undergraduates, and to collaborate in research in multinuclear NMR Spectroscopy and in infrared spectroscopy. Candidates must have a Ph.D. and should have relevant teaching experience; research experience in FTNMR and FTIR techniques is essential. Salary will be commensurate with qualifications and experience. Apply to: Dr. Brian M. Lynch, Chairman, Department of Chemistry, P.O. Box 53, St. Francis Xavier University, Antigonish, Nova Scotia, B2G 1C0, providing a curriculum vitae and nominating three referees. Appointment will be effective August 15, 1981.

UNIVERSITY OF SASKATCHEWAN. Department of Chemistry and Chemical Engineering. Applications are invited from qualified candidates for appointments as Postdoctoral Fellows and Research Associates in the following fields of chemistry and chemical engineering: Theory of conformational changes and chemical reactions, energy hypersurfaces, quantum chemistry of biomolecules, photochemistry and radiation chemistry of transition metal complexes, high pressure chemistry, laser photochemistry, photophysics and spectroscopy, organometallic chemistry, organic reaction mechanisms, electron spin resonance of solid state defects and organic radicals, spin Hamiltonian theory, chemical reactions generated by ultrasonic dynamics of fast reactions, and ultrasonic techniques, corrosion engineer-

ing, catalysis, production of liquid and gaseous hydrocarbons from coal biomass. These positions are tenure initially for one year, renewable, at rates up to the maximum allowed by the NSERC grant regulations. Send curriculum vitae, transcripts and letters from three referees to the undersigned, from whom further particulars may be obtained. Professor A.R. Knight, Head, Department of Chemistry and Chemical Engineering, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0, Canada. Telephone (306) 343-2933.

CONCORDIA UNIVERSITY. Department of Chemistry. Post-doctoral research positions are available at the Chemistry Department. Fields in which appointments may be made include: photochemical chemistry, spectroscopy, environmental chemistry, analytical chemistry, crystallography, biochemistry and physical organic chemistry. Enquiries to: Professor C.H. Langford, Chairman, Chemistry Department, 1455 de Maisonneuve Blvd. West, Montreal, Quebec, H3G 1M6.

COMMUNICATIONS STUDIES

CONCORDIA UNIVERSITY. Department of Communication Studies. Academic Faculty Position. Area: Broadcast Journalism. Rank: Assistant Professor. Qualifications: Advanced academic degree and professional experience in News, Public Affairs, Documentary radio and television. Principal Responsibilities: To conduct courses in Broadcast Writing and Reporting, Advanced Broadcast Reporting, the study and analysis of Public Affairs Radio and Television, Ethics and Responsibility in Broadcast Journalism. Salary: 1979-80 floor: \$21,435. Appointment Beginning: Academic year 1981-82. Closing Date for Applications: June 15, 1981. Send letter of interest and curriculum vitae to: Director, Journalism Program, Concordia University, 1455 de Maisonneuve W., Montreal, Quebec, H3G 1M6 or Chairman, Department of Communication Studies, Concordia University, 7141 Sherbrooke St. W., Montreal, Quebec, H4B 1R6.

UNIVERSITY OF WINDSOR. Department of Communication Studies. The Department invites applications for a tenure-track appointment with teaching interests in some of these areas: Organizational-Instruction Communications, Communication Policy and Development, Communication Theory and Research; Press Studies. Ph.D. or equivalent with media experience. Position available 1 July 1981. Apply to: Chairman, Appointments Committee, Department of Communication Studies, University of Windsor, Windsor, Ontario, N9B 3P4. Telephone (519) 253-4232, Ext. 726.

COMPUTER SCIENCE

UNIVERSITY OF BRITISH COLUMBIA. Department of Computer Science. Applications are invited for several full-time tenure track positions at the Assistant, Associate and Full Professor levels, to begin July 1, 1981, and for visiting positions at all levels as well. A Ph.D. in Computer Science or a related field is required, but candidates from all areas of specialty will be considered. Duties include undergraduate and graduate teaching, supervision of graduate students and research. Apply to: P.C. Gilmore, Head, Department of Computer Science, University of British Columbia, Vancouver, B.C., Canada, V6T 1W5. Applications should include a C.V. and names of three referees.

UNIVERSITY OF VICTORIA. Computer Science. Applications are invited for a regular position at the rank of Assistant Professor, and for one or more temporary positions in Computer Science. The regular position is effective July 1, 1981. The temporary positions can begin on September 1, 1981 or January 1, 1982 and may be for periods of four or eight months. Applicants for all positions should have research and teaching interests in one or more of the following areas: computer architecture, data bases, systems analysis, operating systems, software engineering, computer communications, theoretical foundations or programming languages. Individuals with research and teaching interests in numerical analysis will also be considered, but only for a temporary position. Applications for all positions should have a Ph.D. in Computer Science or equivalent research experience. For the regular posi-

tion, the Ph.D. is required. The current (1980/81) salary floor for Assistant Professor is \$21,650. Applicants should send a curriculum vitae and the names of three referees to: Dr. Byron L. Ehle, Acting Chairman, Department of Computer Science, University of Victoria, P.O. Box 1700, Victoria, B.C. Canada, V8W 2Y2. Applications close May 30, 1981.

CREATIVE WRITING

UNIVERSITY OF VICTORIA. Department of Creative Writing. The Department has two seasonal appointments for the period 1 September, 1981, to 30 April, 1982. Salary range \$20,000 to \$25,000 depending on experience and qualifications. Areas of expertise: drama, fiction, poetry or journalism. One position will concentrate on general writing workshops at the first-year level. The second position will involve courses in fiction. Teaching experience and substantial experience will be required as well as the degree of M.A. or M.F.A. in Creative Writing, the degree requirement may be waived for exceptional candidates with well-established, national reputations. Apply in writing with detailed curriculum vitae and names of two referees to: Chairman, Department of Creative Writing, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2. Closing date for applications is 30 May 1981.

DANCE

YORK UNIVERSITY. Department of Dance. Probationary/Tenured Appointment. (Subject to Senate and budget approval). Full-time senior positions (rank to be determined) effective July 1, 1981, to teach Contemporary Dance at advanced levels of Technique, Repertory and Composition at both the undergraduate and graduate levels. Duties include committee work and student advising (also at both levels). Preference will be given to the candidates with professional and post-graduate experience. Apply to: Yves L.P. Cousineau, Chairman, Department of Dance, Faculty of Fine Arts, York University, 4700 Keele Street, Downsview, Ontario, M3J 1P3. Application deadline: June 1, 1981.

YORK UNIVERSITY. Department of Dance. Full-Time Contractually Limited Appointment. (Subject to Senate and budget approval). Full-time position (rank to be determined), effective September 1, 1981, to teach Ballet at advanced levels of technique, both Contemporary Ballet and Classical Ballet, in a pre-professional class. Duties include committee work and student advising. Preference will be given to candidates with professional and post-secondary experience. Apply to: Yves L.P. Cousineau, Chairman, Department of Dance, Faculty of Fine Arts, York University, 4700 Keele Street, Downsview, Ontario, M3J 1P3. Application deadline: June 1, 1981.

YORK UNIVERSITY. Department of Dance. Full-Time Contractually Limited Appointment, Fall 1981. (Subject to Senate and budget approval). Full-time cross appointment (rank to be determined) to lecture on Music related to Dance (history, composition, contemporary ballet and modern dance) at both undergraduate and graduate levels. Previous teaching experience in studio required. This cross appointment requires a certified musician who is able to lecture on general musicianship and history, advanced piano, and coach chamber music ensembles. The candidate must have teaching knowledge of the Orff and Dalcroze methods. Duties include committee work and student advising (also at both levels). Apply to: Yves L.P. Cousineau, Chairman, Department of Dance, Faculty of Fine Arts, York University, 4700 Keele Street, Downsview, Ontario, M3J 1P3. Application deadline: June 1, 1981.

YORK UNIVERSITY. Department of Dance. Probationary/Tenured Appointment. (Subject to Senate and budget approval). Full-time senior faculty appointment (rank to be determined), effective July 1, 1981, to teach classical and contemporary ballet repertory and composition at the advanced level. The candidate must also be a qualified dance theorist who possesses the capability to lecture in various theory courses at the undergraduate and graduate levels. Preference will be given to candidates with some choreographic expertise. Apply to: Yves L.P. Cousineau, Chairman, Depart-

ment of Dance, Faculty of Fine Arts, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3. Application deadline: June 1, 1981.

DENTISTRY

UNIVERSITY OF SASKATCHEWAN. College of Dentistry. Department of Pediatric Dentistry. Effective July 1, 1981 a full-time faculty position will be available for a Pediatricist in the Department of Pediatric Dentistry, College of Dentistry, University of Saskatchewan. Experience in teaching, research, and clinical practice is preferred. Eligibility for specialty certification is required. Professional consulting and practice privileges are available. Academic rank and salary commensurate with experience and qualifications. Letters of application, curriculum vitae and letters of reference should be sent to: Dean E.R. Ambrose, College of Dentistry, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

UNIVERSITY OF MANITOBA. Faculty of Dentistry. Oral Pathologist. Applications are invited for a position in the Department of Oral Biology. Candidates should have a dental degree and/or medical degree, and should have completed a postgraduate certificate program or postgraduate certification program in pathology. The Department of Oral Biology is responsible for the teaching of general pathology and oral pathology to dental undergraduate and dental hygiene students. The successful candidate will be expected to teach in graduate and post-graduate programs in the Faculty, assist in clinical diagnosis and undertake research. Salary and rank are negotiable depending upon qualifications and experience. The University encourages both women and men to apply for this position and especially invites applications from Canadian citizens, permanent residents and others eligible for employment in Canada at the time of application. This position is available July 1, 1981, or as soon thereafter as possible. Applications, curriculum vitae and names of three referees or requests for information should be submitted to: Dr. Ian R. Hamilton, Head, Department of Oral Biology, Faculty of Dentistry, The University of Manitoba, 780 Bannatyne Avenue, Winnipeg, Manitoba, Canada, R3E 0W3. (204) 786-3703.

ECONOMICS

CONCORDIA UNIVERSITY. Department of Economics. Economist — Senior Faculty Position. Required economist for a senior level position in the Department of Economics. Suitable candidate will also serve as the Director of the Institute of Applied Economic Research. Candidates with strong publication record and experience in various areas of applied economic research are invited to contact: Professor B.S. Sahni, Chairman, Department of Economics, Concordia University, Montreal, Quebec. (514) 879-5823.

CONCORDIA UNIVERSITY. Department of Economics. Positions open. One tenure track and two limited term, subject to budgetary approval. Possibly one appointment effective January, 1981; others June, 1981. Strong candidates in all fields are encouraged to apply. Department is particularly interested in attracting candidates in Labour Economics, Economic History/Climetrics, and Econometrics. Teaching at both undergraduate and graduate levels and supervision of theses. Forward applications to: Dr. B. Sahni, Chairman, Department of Economics, Concordia University, 1455 de Maisonneuve Blvd. W., Montreal, Quebec, H3G 1M8.

UNIVERSITY OF WATERLOO. Department of Economics. Applications are being accepted for the position of: several appointments in ranks commensurate with candidates' qualifications. Ph.D. with competence in both teaching and graduate (M.A. and undergraduate) teaching. Applicants with main or secondary specialization in one or more of the following areas are invited to apply: monetary economics, international economics, development economics, microeconomics, industrial organization, labour economics, mathematical economics, econometrics, economic statistics. Strong candidates in other areas will also be considered. Salaries fully competitive with other Canadian

universities. The availability of this position is subject to budgetary approval. Applications, including a curriculum vitae and references, should be sent to: Dr. John Hosen, Chairman, Department of Economics, University of Waterloo, Waterloo, Ontario, N2L 3G1. One or more one-year appointments. One or more continuing appointments. Closing Date: when filled. First consideration will be given to those applicants who at the time of application are legally eligible to work in Canada for the period covered by this position.

ST. THOMAS UNIVERSITY. Economics. Position open in Economics. One year or possibly continuing. Undergraduate teaching. Require person familiar with traditional and non-traditional paradigms and specializing in Theory, Trade and Development. Salary according to qualifications and collective agreement. Commencing July 1, 1981. Apply to: Dr. Sylvia Hale, Chairperson, Department of Social Sciences, St. Thomas University, Fredericton, N.B., E3B 5G3.

EDUCATION

DALHOUSIE UNIVERSITY. Department of Education. Lecturer or assistant professor for one-year sabbatical leave replacement. Ph.D. or near. To teach undergraduate and graduate classes in Reading from a psycholinguistic theoretical perspective. Salary dependent upon qualifications and experience. Curriculum vitae and three letters of reference to: Dr. Toni Laidlaw, Chairperson, Appointments and Reappointments Committee, Department of Education, Dalhousie University, Halifax, Nova Scotia, B3H 3J5. Effective July, 1981. deadline May 30, 1981.

UNIVERSITY OF ALBERTA. La Faculté de l'Éducation. La Faculté sollicite des candidatures aux postes de 1. Professeurs pour le programme de baccalauréat en éducation. 2. Exigences: au moins une maîtrise en éducation. La préférence sera accordée aux détenteurs de doctorat ou de l'équivalent. Vacances dans les domaines suivants: éducation préscolaire, méthodologie des études sociales, mathématiques et sciences à l'élémentaire et au secondaire; méthodologie de l'art dramatique; les postes sont soumis aux autorisations budgétaires). 4. Traitement et niveau en fonction des titres et de l'expérience. 5. Soumettre sa candidature par écrit (spécifier le poste); accompagnée d'un curriculum vitae et des noms de trois répondants à G. Morcos, doyen, Faculté Saint-Jean, Université de l'Alberta, 8406 — 91e rue, Edmonton, Alberta, T6C 4G9. 6. Date d'entrée en fonction: 1er juillet 1981. 7. Concours ouvert aux hommes et aux femmes.

THE UNIVERSITY OF MANITOBA. Faculty of Education (TESL Education). Applicants are invited to the Assistant or Associate Professor level in the Department of Curriculum: Humanities and Social Sciences in TESL education. This is a term appointment with possibility of annual renewal. Applicants should have a Ph.D. in education or equivalent with specialization in the theory and practice of teaching ESL. The major responsibilities of the position are teaching courses in undergraduate and graduate Pre-M.Ed. and M.Ed. programs. Competency is expected in ESL/EFL methodology, language acquisition and development, bilingual education, curriculum development and research design. A minor portion of the teaching responsibility will be in the area of elementary language arts. Further duties include teaching supervision, participation on committees and community services, program development, research and publication. Subject to budget approval the appointment will commence September 1, 1981; therefore, application should be made before July 1, 1981. The position will be open until a suitable candidate is found. Thus, applications will be considered until the position is filled. The University encourages both women and men to apply for this position and especially invites applications from Canadian citizens, permanent residents, and others eligible for employment in Canada at the time of application. Please send resume and references to: Dr. H.E. May, Head, Department of Curriculum: Humanities and Social Sciences, Faculty of Education, The University of Manitoba, Winnipeg, Manitoba, R3T 2N2. (Phone 204-474-9221).

UNIVERSITY OF SASKATCHEWAN. College of Education. Department of Curriculum Studies. The College invites applications for a one-year Term Appointment (Elementary School — Primary Levels) in the

Department of Curriculum Studies. Qualifications: Doctorate or near completion of doctoral program; successful teaching experience in the Elementary School level at the primary level (K-3). Special consideration will be given to candidates who have training and experience in Language and Language Development, and/or Children's Literature, and/or Speech and Drama. Responsibilities: 1) Teach undergraduate courses in the Language Arts (Methods courses, Children's Literature, Education Drama or Speech). 2) Supervise interns and student teachers. Rank and Salary: Assistant Professor. Commensurate with experience and qualifications. Employment Date: July 1, 1981. Deadline: When appointment is made, but not after May 31, 1981. Apply to: Dr. J.L. Gajadharsingh, Head, Department of Curriculum Studies, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

UNIVERSITY OF SASKATCHEWAN. College of Education. Department of Curriculum Studies. The College invites applications for a one-year Term Appointment (1981-82) in Science Education (Elementary School level) in the Department of Curriculum Studies. Qualifications: Doctorate or near completion of doctoral program; successful teaching experience in the Elementary School and Junior or Secondary High School levels. Special consideration will be given to candidates who have training and experience in the supervision of Student Teachers and Interns. Responsibilities: 1) Teach undergraduate courses in Science Education and General Methods Courses. 2) Supervise interns and student teachers. Rank and Salary: Assistant Professor. Commensurate with experience and qualifications. Employment Date: July 1, 1981. Deadline: When appointment is made, but not after May 31, 1981. Apply to: Dr. J.L. Gajadharsingh, Head, Department of Curriculum Studies, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

UNIVERSITY OF MANITOBA. Faculty of Education. (Language Arts/Reading). Applicants are invited to the Assistant or Associate Professor level in the Department of Curriculum: Humanities and Social Sciences in Language Arts/Reading education. This may be a term or probationary appointment depending upon qualifications. Applicants should hold a Ph.D. in education or equivalent with specialization in the theory and practice of teaching courses in undergraduate and graduate Pre-M.Ed. and M.Ed. programs. In addition to classroom teaching experience, it is expected that applicants will have both appropriate course work and field experience in diagnosis and remediation/correction of reading problems. Further duties include teaching supervision, committee and community service participation, program development, research and publication. Subject to budget approval the appointment will commence September 1, 1981; therefore, application should be made before July 1, 1981. The position will be open until a suitable candidate is found. The University encourages both women and men to apply for this position and especially invites applications from Canadian citizens, permanent residents, and others eligible for employment in Canada at the time of application. Please send resume and references to: Professor J. Irvine, Assistant Head, Department of Curriculum: Humanities and Social Sciences, Faculty of Education, The University of Manitoba, Winnipeg, Manitoba, R3T 2N2. (Phone 204-474-9030 or 204-474-9022).

ENGINEERING

UNIVERSITY OF GUELPH. School of Engineering. Applications are invited for two tenure-track positions beginning July 1, 1981 or earlier at the Assistant Professor level. Duties will include undergraduate and graduate teaching in support of the areas of Agricultural Engineering, Biological Engineering or Water Resources Engineering for the B.Sc. (Eng.), M.Sc. and Ph.D. programs. research compatible with the School's activities and participation with other faculty in the academic and administrative affairs of the School. Research is concentrated in Biomaterials, Biomechanics, Bio-process Kinetics, Fluid Dynamics, Fluid Controls, Food Processing, Hydrology, Water Resources, Photogrammetry, Remote Sensing, Waste Management, Structural Design; Thermal

Environmental Control for Animals; Drying and Alternate Energy. Preference will be given to applicants with teaching and research experience and the Ph.D. degree. Appointment will be on a probationary basis and is subject to final budgetary approval. Closing date for application — May 31, 1981. Applications should include a detailed curriculum vitae and names and addresses of three professional references and be mailed to: Dr. J.R. Ogilvie, Director, School of Engineering, University of Guelph, Guelph, Ontario, N1G 2W1. Position to commence July 1, 1981.

ENGINEERING CHEMICAL

UNIVERSITY OF SASKATCHEWAN. Department of Chemistry and Chemical Engineering. Applications are invited from qualified candidates for appointments as Postdoctoral Fellows and Research Associates in the following fields of chemistry and chemical engineering: — Theory of conformational changes and chemical reactions, energy hypersurfaces, quantum chemistry of biomolecules, photochemistry and radiation chemistry of transition metal complexes and high pressure chemistry, laser photochemistry, photophysics and spectroscopy, organometallic chemistry, organic reaction mechanisms, electron spin resonance of solid state defects and organic radicals, spin Hamiltonian theory, chemical reactions generated by ultrasound, dynamics of fast reactions using ultrasonic techniques, corrosion engineering, catalysis, production of liquid and gaseous hydrocarbons from coal biomass. These positions are tenable initially for one year, renewable, at rates up to the maximum allowed by the NRC or NSERC regulations. Send curriculum vitae, transcripts and letters from three referees to the undersigned, from whom further particulars may be obtained: Professor A.R. Knight, Head, Department of Chemistry and Chemical Engineering, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0, Canada. Telephone: (306) 343-2933.

ENGINEERING CIVIL

CONCORDIA UNIVERSITY. Department of Civil Engineering. Non renewable faculty position for 9 months (Sept 1981 — May 1982). Ph.D. — area of specialization in Sanitary Engineering and Water Resources. Undergraduate teaching and research. Salary dependent on qualifications. \$2,100/month. Apply to: Dr. M.S. Trolitsky, Chairman, Department of Civil Engineering, Concordia University, 1455 de Maisonneuve Blvd. West, Montreal, Quebec, H3G 1M8. When available. Preference to applicants legally eligible to work in Canada.

UNIVERSITY OF OTTAWA. Department of Civil Engineering. Applications are invited for a tenure-track appointment in Geotechnical Engineering. The successful candidate will be expected to teach undergraduate and graduate courses and to supervise graduate students while developing a Geotechnical applied research program. Candidates fluent in both official languages would be considered a definite asset for this position. Starting appointment is July 1981 or as soon thereafter as possible. Salary and rank will depend on qualifications and experience. Please send application accompanied by a detailed resume to: Professor Simon Ng, Chairman, Department of Civil Engineering, University of Ottawa, Ottawa, Ontario, K1N 9B4. Telephone: (613) 231-9349.

UNIVERSITY OF ALBERTA. Civil Engineering. Applications are invited for faculty positions in the areas of (a) applied structural analysis and, (b) structural steel design. The successful applicants will be expected to work at both undergraduate and post-graduate levels and to be active in research. Both a Ph.D. and engineering experience are desirable. Applicants for position (a) should be familiar with computerized structural analysis, including the finite element method, as applied to practical civil engineering structures. Applicants for position (b) should be familiar with the behavior of steel members and frames. Appointment date is September 1, 1981 or as soon as possible thereafter. The University of Alberta is an equal opportunity employer. Submit application, including curriculum vitae, transcripts, details of experience and names of referees to: Jac P. Verschuren, Chairman, Department of Civil Engineering, The University of Alberta, Edmonton, Alber-

ta, Canada, T6G 2G7.

ROYAL MILITARY COLLEGE OF CANADA. Civil Engineering. Academic position for a specialist in structural engineering. A Ph.D. or equivalent degree and teaching graduate and undergraduate courses in structural analysis and design; to pursue independent design oriented research; to supervise graduate and undergraduate theses; and to teach other civil engineering subjects as required by the Head of the Department.

Salary — competitive in accordance with professional qualifications and experience. Apply to — Dr. Wayne Kirk, Head, Department of Civil Engineering, Royal Military College of Canada, Kingston, Ontario, K7L 2W3. Effective 1 August 1981. Closing date — when position filled.

UNIVERSITY OF SASKATCHEWAN. Department of Civil Engineering. Applications are invited in the geotechnical area for a tenure-track position in the Department of Civil Engineering. The applicant is expected to have a Ph.D. or equivalent industrial experience. The successful candidate will be expected to teach undergraduate classes, develop and teach graduate classes, and to undertake research in geotechnical engineering. Salary will be in the Assistant Professor rank, depending on qualifications and experience. The department has a well-equipped graduate laboratory, and an excellent opportunity exists for growth and leadership. The Department of Civil Engineering has a faculty of 18 and about 50 undergraduate students in each year of the course. The date of appointment will be July 1, 1981. Applicants should send their curriculum vitae to: Professor C.O. Smith, Head, Department of Civil Engineering, University of Saskatchewan, Saskatoon, Saskatchewan, Canada, S7N 0W0.

CONCORDIA UNIVERSITY. Department of Civil Engineering. An opening is available for a visiting professor for nine months from September 1981 to May 1982. Position involves teaching at the undergraduate level in the area of Structural Engineering, Ph.D. required. Salary on open. Resume should be directed to: Dr. M. S. Trolldenier, Chairman, Department of Civil Engineering, Concordia University, 1455 de Maisonneuve Blvd. W., Montreal, Quebec, H3G 1M8.

ENGINEERING ELECTRICAL

UNIVERSITY OF TORONTO. Department of Electrical Engineering. The Department has openings for: (1) An Assistant Professor (tenure stream). Duties include undergraduate and graduate teaching and research. Departmental priorities favour the appointment of candidates with research interests in either (a) LSI/VLSI design, computer-aided design of integrated circuits or (b) digital coding techniques, information theory, and communication networks. (2) Up to three appointments (rank open), either as visiting staff or for a limited term of up to three years. Duties include undergraduate and graduate teaching in electronics, communications and control. Candidates with interests in (a) LSI/VLSI design, computer-aided design of integrated circuits, modern signal processing (b) computer applications (including microprocessor applications) in communications and control are particularly desired. These appointments begin July 1, 1981. Contractually-limited appointments may be renewed for an additional period not exceeding five years in total. Applications (with curriculum vitae) should be addressed to: Professor K.C. Smith, Chairman, Department of Electrical Engineering, University of Toronto, Toronto, Ontario M5S 1A4, Canada.

MCMASTER UNIVERSITY. Department of Electrical and Computer Engineering. One tenurable position is open at the Assistant Professor level as of January 1, 1981, or as soon as possible thereafter. Candidates must have a strong research background in both undergraduate and graduate teaching and excellent research potential or record in the area of Communications Systems. The successful applicant will be expected to join the Communications Research Laboratory and to take part in contract research. In addition, it is anticipated that the faculty position will be available at the Assistant Professor level as of July 1, 1981. For this position, preference will be given to candidates with strong research expertise and record in the hardware/software aspects of computer engineering. Resumes, including the names and addresses of three referees should be addressed to: Dr. P. Taylor, Chairman, Department of Electrical and Computer Engineering, McMaster University,

Hamilton, Ontario, Canada, L8S 4L7.

CONCORDIA UNIVERSITY. Department of Electrical Engineering. An Assistant Professor is required in the Department of Electrical Engineering at Concordia University. The position will involve undergraduate and graduate teaching, supervision of graduate work, as well as research in one or more of the areas: microcomputer architecture, microprocessor applications, design of digital circuits and hardware. Applicants should hold a doctorate in an appropriate area and be familiar with modern technology. Industrial experience will be considered an asset. Applications, which should include curriculum vitae, and the names of three referees, should be addressed to: Dr. A. Antoniou, Chairman, Department of Electrical Engineering, Concordia University, 1455 de Maisonneuve W., Montreal, Quebec, H3G 1M8, Canada.

UNIVERSITY OF TORONTO. Department of Electrical Engineering. Tutor in laboratory courses in electrical measurements, circuits, and electronics. A full-time continuing position. Minimum requirement is a Bachelor's degree in Electrical Engineering and two years related experience. Appointment effective July 1, 1981. Send resume to: Dr. A. Antoniou, Chairman, Department of Electrical Engineering, Concordia University, 1455 de Maisonneuve W., Montreal, Quebec, H3G 1M8, Canada.

ENGINEERING MECHANICAL

CARLETON UNIVERSITY. Department of Mechanical and Aeronautical Engineering. Five temporary openings exist at the Lecturer, Assistant or Associate Professor level, for a one year term. The successful applicants will have an interest in either Applied Thermodynamics, Fluid Mechanics, Aeronautics, Solid Mechanics, Design of Materials and will be required to teach at both undergraduate and graduate levels and participate in the research activities of the department. Applications with C.V. and names of three referees should be sent to: Dr. A. Soudki, Chairman, Mechanical and Aeronautical Engineering, Carleton University, Ottawa, Ontario, Canada, K1S 5B6. Positions are subject to budgetary approval.

UNIVERSITY OF OTTAWA. Department of Mechanical Engineering. Applications are invited for a faculty position from candidates with strong research interest in solid mechanics (preferably with fracture mechanics background). Salary and level of appointment according to qualifications. Duties to include undergraduate and graduate teaching and strong emphasis on research. Doctorate degree required. Bilingualism (English and French) an asset. Applications including curriculum vitae, details of experience and names of referees to be addressed to: Professor A.S. Krausz, Chairman, Department of Mechanical Engineering, University of Ottawa, Ottawa, Ontario, K1N 6N5.

UNIVERSITY OF WATERLOO. Department of Mechanical Engineering. Applications are being accepted for the position of Assistant Professor. Tenure track position, initial appointment will be for three years. A recent Ph.D. graduate with experience in digital and analog control of mechanical systems. Teaching responsibilities will be primarily at the undergraduate and graduate level in control and automation. The successful applicant will be expected to contribute to the department's research in this area and will interact with faculty who have ongoing projects in this end related areas such as fluid power, machinery diagnostics and noise control. Salary will be commensurate with experience and qualifications. A detailed curriculum vitae, a statement of teaching and research interests and the names of three referees should be sent to: Dr. D.J. Burns, Chairman, Department of Mechanical Engineering, University of Waterloo, Waterloo, Ontario, N2L 3G1. Effective September 1, 1981. No closing date for receipt of applications. (Subject to the availability of funds). First consideration will be given to those applicants who at the time of application are legally eligible to work in Canada for the period covered by this position.

FILM

YORK UNIVERSITY. Department of Film. Probationary/Tenured Appointment — Fall 1981. (Subject to Senate and budget approval). Associate Professor to teach pro-

duction at a senior level. An extensive background in professional film production is essential. This individual will be expected to teach screen writing as well. Teaching experience at the university level is most important as is knowledge of the Canadian film industry. This position is subject to withdrawal due to unexpected budget curtailment. For further details on this position write to: Chairman, Film Department, York University, 4700 Keele Street, Downsview, Ontario, M3J 1P3. Application deadline: June 1, 1981.

YORK UNIVERSITY. Department of Film. Probationary/Tenured Appointment — Fall 1981. (Subject to Senate and Budget approval). Associate Professor to teach at the senior and graduate level in the area of Film Studies. Applicants should have a strong background in film history and theory and considerable teaching experience. Familiarity with Canadian Film Studies is important. Some experience in film production particularly screen writing would be an asset. This position is subject to withdrawal due to unexpected budget curtailment. For further details on this position write to: Chairman, Film Department, York University, 4700 Keele Street, Downsview, Ontario, M3J 1P3. Application deadline: June 1, 1981.

YORK UNIVERSITY. Department of Film. Full Time Contractually Limited Appointment — 8-24 months — Fall 1981. (Subject to Senate and budget approval). Assistant Professor to teach production at the first and second year level. A strong background in film production and still photography at the professional level is necessary. This individual will be expected to teach in the enrolment first year course and a second year course using Super 8mm facilities. The successful candidate will be expected to have a full knowledge of advanced techniques in Super 8mm production. Teaching experience at the university level is essential as is a knowledge of the Canadian film industry. Candidates will be expected to have completed an undergraduate degree, preferably in film. This position is subject to withdrawal due to unexpected budget curtailment. For further details on this position write to: Chairman, Film Department, York University, 4700 Keele Street, Downsview, Ontario, M3J 1P3. Application deadline: June 1, 1981.

THE UNIVERSITY OF REGINA. College of Fine Arts. Assistant Professor (subject to budgetary approval) in Film and Video teaching in film and video production and techniques in a four year B.F.A. programme. Substantial professional experience and academic qualifications required. Salary negotiable. Send application with vitae and names of three referees to: R.J.W. Swales, Associate Dean, College of Fine Arts, University of Regina, Regina, Saskatchewan, S4S 0A2. Effective date of appointment July 1, 1981.

FINE ARTS

CONCORDIA UNIVERSITY. Faculty of Fine Arts. Art Historian. The Faculty seeks a Specialist in the Art of the Italian Renaissance. Preference will be given to those applicants who have a related interest in Renaissance theory and criticism, and who have, in addition, expertise in the field of Modern and Contemporary Art. The position is full-time, commencing June 1, 1981. Programmes are offered at both the undergraduate and graduate levels. The successful candidate will be required to teach three (3) courses and share administrative, committee and other responsibilities as required. The Ph.D. and appropriate teaching experience at the university level are essential. Bilingualism (English/French) will be considered an asset. Rank and salary will be commensurate with the applicant's qualifications and experience. The closing date for application is May 31, 1981, or until the position has been filled. All letters of application must be accompanied by a curriculum vitae and the names of three persons agreed to serve as referees. Please address all applications to: Dr. Robert J. Parker, Director of Visual Arts, Faculty of Fine Arts, Concordia University, 1395 Dorchester Blvd. West, Montreal, Quebec, H3G 2M5.

FOOD SCIENCE

UNIVERSITY OF SASKATCHEWAN. Department of Dairy and Food Science. Applications are invited for the position of Assis-

tant or Associate Professor in the field of Food Science. Position is now open and applications will be accepted until a candidate has been appointed. Duties will include teaching, research and public service in Food Chemistry and Processing. Excellent opportunity for research in conjunction with related government and industry laboratories. A Ph.D. is preferred with salary and rank being dependent on qualifications and experience. Applicants are requested to supply a full curriculum vitae and names of three referees to: Dr. E.S. Humbert, Head, Department of Dairy and Food Science, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

GEOGRAPHY

TRENT UNIVERSITY. Department of Geography. Applications are invited for positions to teach undergraduate courses from among the following: climatology, economic geography, geography of Canada, quantitative methods in geography. Applicants should hold a Ph.D. or be in the final stages of completion. Positions are subject to final budgetary approval. Send applications with curriculum vitae and names of three referees to Professor C.H. Taylor, Department of Geography, Trent University, Peterborough, Ontario, K9J 7B8.

GEOLOGY

UNIVERSITY OF NEW BRUNSWICK. Department of Geology. Petrology/Geochemistry. The Department has a tenure track position available from July 1, 1981, at Assistant Professor or higher level. The successful applicant will be expected to teach both undergraduate and graduates as well as carrying out research and supervising graduate students. This position is in addition to one currently advertised for a Rock Mechanic or Geochemist. The applicant should have a background in petrochemistry and petrology and should be prepared to teach in some aspects of petrology and geochemistry. The successful applicant will be responsible for supervision of analytical facilities including an X.R.F. Applicants should have a Ph.D. and preferably, post-doctoral experience. Applications including curriculum vitae and names of three referees should be sent to: P.F. Williams, Chairman, Department of Geology, University of New Brunswick, Fredericton, N.B. E3B 5A3.

UNIVERSITY OF NEW BRUNSWICK. Department of Geology. Geochemistry/Brittle Deformation. The Department has a tenure track position available from July 1, 1981, at Assistant Professor or higher level. The successful applicant will be expected to teach both undergraduates and graduates as well as carry out research and supervising graduate students. Applications will be accepted in the following fields: Geochemistry of ore bodies, exploration, environmental or soil geochemistry, brittle deformation, rock mechanics or site engineering. Applicants should have a Ph.D. and preferably, post-doctoral experience. Applications including a curriculum vitae and names of three referees should be sent to: P.F. Williams, Chairman, Department of Geology, University of New Brunswick, Fredericton, N.B. E3B 5A3.

HISTORY

DALHOUSIE UNIVERSITY. Department of History. Dalhousie University invites applications for a tenure track position at the Assistant Professor level in Early Modern British History c. 1500-1760 to commence July 1, 1982. Interested applicants should possess a Ph.D., teaching experience and scholarly publications. The position requires teaching undergraduate courses with the occasional supervision of Honours and Graduate students. The ability to teach Early Modern European History would be an advantage. Salary according to experience (salary minimum for Assistant Professor in 1981-82 is \$20,655 p.a.; Associate, \$25,825 p.a.). The position is subject to budgetary considerations. A curriculum vitae including the names of three referees should be addressed to: Professor Judith Fingard, Department of History, Dalhousie University, Halifax, Nova Scotia, B3H 3J5. Applications will be received until the position is filled, preferably by January 1, 1982.

INTERNATIONAL RELATIONS

QUEEN'S UNIVERSITY. Centre for International Relations. Applications are invited for Junior Research Associate - Research Assistant Position for full time research associate is vacant at the Centre for International Relations, Queen's University, Kingston, Field: International relations with a specialty in strategic studies; completed or near completed Ph.D. required. Appointment from September 1, 1981 for one or two years. The Centre also invites applications for a research assistant position in strategic studies. Completed or near completed M.A. required. Applications with C.V. and other relevant information to Professor Gail Orrick, Centre for International Relations, Queen's University, Kingston, Ontario, K7L 3N6. Closing May 29, 1981.

LANGUAGES/LITERATURE /LINGUISTICS

UNIVERSITY OF TORONTO. SCARBOROUGH COLLEGE. English. Associate Professor (tenured position) in Canadian Literature; secondary interest in Renaissance Literature desirable. Ph.D. with substantial publications and experience in teaching and research in Canadian Literature at the undergraduate and graduate levels; undergraduate teaching in secondary areas and at the introductory level; opportunity to teach Creative writing. Applications with publications, evaluations of teaching, and letters of reference to Professor P.W. Gooch, Chairman, Division of Humanities, Scarborough College, University of Toronto, West Hill, Ontario, M1C 1A4. Closing Date: June 1, 1981.

ACADIA UNIVERSITY. Department of German. Application is invited for a ten (10) month seasonal appointment for the 1981-82 academic year. Teaching experience required at the first and second year level and Ph.D. preferred. The candidate must be willing to share equally in teaching and lecturing duties. Must have innovative methods in teaching beginner's German, and be able to develop a conversational course on the second-year level. Should have first-hand knowledge of present day Germany. Rank and salary commensurate with qualifications and experience. Please send curriculum vitae together with the names of three referees to: Dr. Gertrud Wassermann, Head of the Department of German, Acadia University, Wolfville, Nova Scotia, BOP 1X0. The effective date of appointment is August 1, 1981, and applications will be received until the position is filled.

SIMON FRASER UNIVERSITY. Department of Languages, Literatures and Linguistics. The department invites applications for the position of Lecturer in Spanish. This is a one-year appointment starting September 1, 1981 with the possibility of subsequent two-year appointments. Must be functionally bilingual in Spanish and English, or equivalent language proficiency or related discipline. Extensive language teaching experience at College or University level. Duties include instruction in and co-ordination of Spanish language courses at elementary, intermediate and advanced levels. Supervision of non-degree instructional staff. Curriculum vitae and names of three referees should be sent to Dr. Neville J. Lincoln, Chairman, Department of Languages, Literatures and Linguistics, Simon Fraser University, Burnaby, B.C. V5A 1S6 to latest date of receipt. Successful applicants will be given to applicants who are eligible under Canadian law for employment at the time of application.

UNIVERSITY OF VICTORIA. Department of Hispanic and Italian Studies. Spanish. Application for Assistant Professorship in Spanish, effective September 1, 1981, to April 30, 1982. Ph.D. or its equivalent is desirable. Duties: Teaching of three courses at the undergraduate level. Salary: According to qualifications and experience. Applicant should submit curriculum vitae and names of three referees should be sent, before May 31, 1981, to the Acting Chairman, Department of Hispanic and Italian Studies, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2.

UNIVERSITY OF NEW BRUNSWICK. Saint John, N.B. Division of Humanities and

Languages. Applications are invited for a one year term appointment as the Lecturer or Assistant Professor level. Applicants should be capable of teaching first and second year undergraduate courses in French and Spanish. Ph.D. preferred. Salary: According to qualifications. The current floor for Assistant Professor is \$19,035; applications should be sent by 30 June 1981 to: Dr. W. Bogaards, Chairman, Division of Humanities and Languages, University of New Brunswick, Saint John, New Brunswick, E2L 4L5.

CONCORDIA UNIVERSITY. Department of Modern Languages and Linguistics. Lecturer or Assistant Professor of Spanish as a leave replacement from August 15, 1981 to December 31, 1981, on a year completion. Teaching of Advanced Language and Literature courses as well as advising students. Excellent command of English and French and previous teaching experience are required. Send your application, with three letters of recommendation to: Chairman, Department of Modern Languages and Linguistics, Concordia University, 7141 Sherbrooke Street West, Montreal, Quebec, H4B 1R6.

LIBRARY

UNIVERSITY OF MANITOBA. Library. The University of Manitoba Libraries invite applications for Administrative Director for Administrative Services - senior administrative staff position. Responsible for budget planning and control; statistical analysis and reports; personnel management; library physical facilities, including planning for utilization of library space and equipment; and supervising staff of administration office staff. Qualifications: Substantial experience in administrative services with an MBA or equivalent degree. ALA accredited library degree or equivalent with appropriate experience will also be considered. Salary range: \$22,000-\$29,000. Deadline: June 1, 1981. Canadian citizens, permanent residents and others eligible for employment in Canada at the time of application are especially encouraged to apply. Send applications, vitae and three references to Marilyn A. Sharow, Director of Libraries, University of Manitoba, Winnipeg, Manitoba, R3T 2N2.

UNIVERSITY OF WINDSOR. Department of Mathematics. The Department invites applications for a full-time tenure track position in Statistics commencing July 1, 1981. This position is subject to final budgetary approval. Appointment will be made at the rank of Assistant Professor. It is expected that the applicant will have a Ph.D. in statistics preferably in some area of Applied Statistics. He/she will be expected to show a strong commitment to both research and teaching. The minimum salary (1980-81) for the rank of Assistant Professor is \$20,132. Salaries for 1981-82 are presently under negotiation. Applicants should send an up-to-date resume, and arrange for letters from three referees to be sent to: Chairman, Department of Mathematics, University of Windsor, Windsor, Ontario, N9B 3P4.

UNIVERSITY OF SASKATCHEWAN. Department of Mathematics. The Department invites applications for three tenure track (subject to budgetary confirmation) and possibly several one year term appointments at the Assistant Professor or Lecturer level commencing July 1, 1981. Salary will be commensurate with qualifications and experience (Salary floor for Assistant Professors for 1980-81 is \$21,120). Candidates should hold a Ph.D. in any area of mathematics or statistics. Duties will include teaching undergraduate and graduate classes and conducting independent research. To: Dr. R. McPherson, Department of Mathematics, University of Saskatchewan, Saskatoon, Saskatchewan, Canada, S7N 0V0. The closing date for applications is when the positions have been filled.

UNIVERSITY OF WATERLOO. Faculty of Mathematics. Department of Combinatorics and Optimization. Applications are being accepted for the position of an Assistant or Associate Professor. In Continuous or part-time position. The position is for a three-year term appointment at the end of this period. Applicants should have proven ability, or the potential, for excellent research and effective teaching. Responsibilities will also include the supervision of

graduate students. Salary and rank will be commensurate with qualifications and experience. Effective date of appointment is September 1, 1981. Interested individuals should send resumes and the names of three referees to Professor J.A. Bondy, Chairman, Department of Combinatorics and Optimization, University of Waterloo, Waterloo, Ontario, N2L 3G1. First consideration will be given to those applicants who have held similar positions and are eligible to work in Canada for the period covered by this position. Subject to availability of funds.

UNIVERSITY OF ALBERTA. Department of Mathematics. One tenure track position at the rank of Assistant Professor, preference in the area of applied mathematics, is anticipated for July 1, 1981, subject to budget approval. Also several sessional and research associate positions in various branches of pure and applied mathematics may be available starting January 1, 1981 for up to one year with the possibility of renewal. Ph.D. required. Duties include research and teaching. Salary negotiable. Send vita and arrange for three letters of reference to be sent to: M.S. Klamm, Chairman, Department of Mathematics, University of Alberta, Edmonton, Alberta, T6G 2G1. The University of Alberta is an equal opportunity employer.

MCMMASTER UNIVERSITY. Mathematics. Assistant Professor, tenure track appointment. Ph.D. in Mathematics. Preference will be given to applicants who are eligible for employment in Canada at the time of application. Teaching, especially at undergraduate level, and research. Salary dependent on qualifications and experience. Minimum in 1980/81 \$19,175. Curriculum vitae and three references to: Dr. T. Husain, President, Professor and Chairman, Mathematical Sciences, McMaster University, Hamilton, Ontario, Canada, L8S 4K1. Effective July 1, 1981 or September 1, 1981. Closing Date is May 31, 1981.

ACADIA UNIVERSITY. Department of Mathematics. The Mathematics Department of Acadia University invites applications for a 24-month appointment as an Assistant Professor beginning July 1, 1981. This position could become a tenure track position if budgetary constraints permit. A Ph.D. in probability or statistics is required. Duties will include teaching, research and supervision of undergraduates. Send curriculum vitae and the names of three referees should be sent to: Dr. F. Chipman, Head of the Department of Mathematics, Acadia University, Wolfville, Nova Scotia, BOP 1X0. Applications will be received until the position is filled.

MEDICINE

UNIVERSITY OF SASKATCHEWAN. Department of Surgery. Applications are invited for a full-time faculty position in the Department of Surgery at the University of Saskatchewan. Primary responsibility will be directed towards Surgical Intensive Care. The applicant should hold the Fellowship of the Royal College of Surgeons of Canada and, in addition, have had special training in this field. The position also includes opportunities for research and responsibility for undergraduate and postgraduate teaching. Written applications should be submitted to: F.G. Inglis, M.D., Professor and Head, Department of Surgery, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0X0.

UNIVERSITY OF SASKATCHEWAN. Department of Surgery. Assistant Professor of Surgery (Orthopaedics). Full-time faculty position at the University of Saskatchewan, Saskatoon, for an orthopaedic surgeon with demonstrated skill in surgical treatment of the spine. Position includes clinical practice, teaching and a major research component. Apply in writing to: John H. Wedge, M.D., Head, Division of Orthopaedic Surgery, Department of Surgery, University of Saskatchewan, Saskatoon, Saskatchewan, Canada, S7N 0X0.

UNIVERSITY OF TORONTO. Faculty of Medicine. University Department: Preventive Medicine and Biostatistics. University Title: Research Associate. Qualifications: Graduate Degree in Epidemiology. Duties: National Coordinating Committee for the Breast Screening Study responsible for effective organization and function of the large scale national study of Breast Screening Study. Salary: Commensurate with qualifications and experience. Person to Whom Enquiries Should Be Sent: Dr. M.L. Duggan, NCIC Epidemiology Unit, 3rd Floor, McCurich Building, 12 Queen's Park Circle West, Toronto, Ontario, M5S 1A8. Effective Date of Appointment: July 1, 1981. Type of Ap-

pointment: Annual. Closing Date for Receipt of Applications: May 30, 1981.

UNIVERSITY OF TORONTO. Faculty of Medicine. University Department: Paediatrics. Hospital Department: Division of Nephrology. University Title: Assistant Professor. Hospital Title: Staff Physician. Qualifications Required: Paediatrics Nephrologist. Nature of Duties: Share duties with three full-time Staff in teaching, consultations, subspecialty ward supervision, Dialysis-Transplant Programme (20-30 transplants a year). Salary: Commensurate with qualifications and experience. Person to Whom Enquiries Should Be Sent: Dr. C.P. Hyatt, Chief of Division of Nephrology, Hospital for Sick Children, 555 University Avenue, Toronto, Ontario. Effective Date of Appointment: August 1, 1981. Type of Appointment: Clinical Appointment - Annual. Closing Date for Receipt of Applications: May 30, 1981.

UNIVERSITY OF TORONTO. Faculty of Medicine. University Department: Anatomy. University Title: Assistant Professor. Qualifications Required: M.D. and/or Ph.D. with at least five years teaching experience in Gross Anatomy and Histology. Preference will be given to candidates who have been a course director and have a strong research program in Embryology and or teratology. Nature of duties: Participate in teaching Gross Anatomy and Embryology to medical and allied health students. Salary: Commensurate with qualifications. Person to Whom Enquiries Should Be Sent: Dr. K.L. Moore, Professor and Chairman, Department of Anatomy, Medical Sciences Building, University of Toronto, Toronto, Ontario, M5S 1A8. Effective Date of Appointment: July 1, 1981. Type of Appointment: Academic Appointment - Annual. Closing Date for Receipt of Applications: June 15, 1981.

QUEEN'S UNIVERSITY. Department of Family Medicine Moose Factory Zone. Applications are invited for a full time faculty position in the Canadian North. This unique appointment will combine primary health care with teaching and some research. Duties will include the supervision and coordination of senior residents in Family Medicine as well as the direction and provision of Primary Care in the Moose Factory zone. The successful applicant will receive certification from the College of Family Physicians of Canada. This appointment is being developed by Queen's University in co-operation with The Medical Services Branch of Health and Welfare, Canada. For further details please contact: Dr. R.F. Haynes, Head, Department of Family Medicine, Queen's University, P.O. Bag 8888, Kingston, Ontario, K7L 5E9.

QUEEN'S UNIVERSITY. Department of Family Medicine. Applications are invited for a full time position in the Department of Family Medicine at Queen's University. The appointment will be at the level of Assistant Professor. The successful applicant will have responsibility for teaching Family Medicine in an established postgraduate program involving clinical practice and administrative responsibilities. The successful applicant for research. Applicants should be certified or eligible for Certification by the College of Family Physicians of Canada. Please send curriculum vitae with names of three referees to - Dr. R.E. Haynes, Professor and Head, Department of Family Medicine, Queen's University, P.O. Bag 8888, Kingston, Ontario, K7L 5E9.

MUSIC

ST. FRANCIS XAVIER UNIVERSITY. Department of Music. Applications are invited for a full-time position in the Department of Music at St. Francis Xavier University. Artist in Residence - Jazz Guitar/Voice Instructor. Duties will include instruction on Jazz Guitar and voice as well as being a concertizing member of the St. F.X. Faculty Jazz Quintet. Other teaching responsibilities will include directing student big bands, improvisation groups and possibly the teaching of ear training and theory classes. It is preferable (but not necessary) that candidates have a Masters or Bachelors Degree. Candidates should also have a considerable amount of professional performance experience. Salary will be commensurate with experience and qualifications. Please send curriculum vitae including references to: Professor Donald Hughes, Director of Jazz Studies, St. Francis Xavier University, Antigonish, Nova Scotia, NS 1A1.

MCGILL UNIVERSITY. Faculty of Music. Department of School Music. Assistant Professor. Ph.D. or equivalent; experience in Or-

<p>chestral school music teaching; scholarly publications. Graduate research supervision; teaching graduate school music courses; undergraduate orchestral conducting and instrumental techniques courses. Salary: 1980-81 rank minimum \$24,150. Send curriculum vitae, three letters of reference and article reprints to: Dr. Estelle R. Jorgensen, Chairman, Department of School Music, Faculty of Music, McGill University, 555 Sherbrooke Street West, Montreal, Quebec, H3A 1E3. Effective Date of Appointment: September 1, 1981. Closing Date: When position is filled.</p> <p>BRANDON UNIVERSITY. School of Music. Applicants invited for senior position in instrumental music education. Doctorate required. Graduate teaching experience preferred. Duties primarily in new Master of Music program (Major in Music Education). Teaching responsibility to include: Advanced Methods and Techniques in Instrumental Music; Advanced Conducting; Thesis advising. Candidates with research interest in the philosophy or psychology of music will be given preference. Salary and rank commensurate with qualifications and experience. Current salary schedule for rank of Associate Professor, \$25,000 - \$35,800; for Full Professor, \$32,000 - \$45,200. Letters of application, references, curriculum vitae (and tape, if applicable) to: Dr. Lorne Watson, Director, School of Music, Brandon University, Brandon, Manitoba, Canada, R7A 6A9. Date of appointment: September 1, 1981. Closing date: when position filled.</p> <p>UNIVERSITY OF SASKATCHEWAN. Department of Music. Assistant Professor or Lecturer. Position: One year position, July 1, 1981 - June 30, 1982. Qualifications: Doctorate (or near completion of the degree) in music/history with expertise in theory and applied music. Duties: To teach undergraduate classes in music history (two and a half classes) and to assist in applied music of theory. Rank: Assistant Professor or Lecturer. A complete dossier including references should be sent before May 30 to: Dr. D.L. Kaplan, Head, Department of Music, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0. The Department of Music offers undergraduate studies leading to the Bachelor of Music Degree (Performance, History, Theory, Composition), the Bachelor of Music in Music Education, the Bachelor of Arts (Honours), and the Bachelor of Education. On the graduate level the Department offers the Master of Education (Music Education) and a Special Case Master of Arts. All faculties are represented at the University of Saskatchewan. The city of Saskatoon is a thriving community of 160,000 with good school systems and many cultural activities.</p> <p>YORK UNIVERSITY. Department of Music. The Department has a vacancy for a seasonal appointment, rank Assistant professor, from September 1, 1981, to April 30, 1982. Ph.D. or strong academic credentials. Duties are to teach a seminar in North American music emphasizing jazz studies, a seminar in ethnomusicology, and a course in general musicianship. Salary negotiable according to qualifications and experience. Applications to: Dr. A. Lessem, Chairman, Department of Music, York University, 4700 Keele Street, Downsview, Ontario, M3J 1P3. Closing date, June 1, 1981.</p>	<p>and evaluating and recommending alternative instructional and delivery methods. Apply to: Shirley Brandt, R.N., M.A., Chairman, Search Committee for Project Director, School of Nursing, University of British Columbia, Room 105, 2194 Health Sciences Mall, Vancouver, B.C. V6T 1W5. Starting date July 1, 1981, contingent on receipt of funds.</p> <p>OCEANOGRAPHY</p> <p>DALHOUSIE UNIVERSITY. Department of Oceanography. Physical Oceanographer. A grant-supported post-doctoral or research associate position is available for theoretical and/or experimental work on bottom boundary layer and turbulence on the shelf, or on nearshore processes. A Ph.D. is required. Submit applications, with names of three referees, as soon as possible, to: Dr. David Huntley, Department of Oceanography, Dalhousie University, Halifax, Nova Scotia, Canada, B3H 4J1.</p> <p>PHARMACOLOGY</p> <p>UNIVERSITY OF BRITISH COLUMBIA. Faculty of Pharmaceutical Sciences. Professional Assistant or Postdoctoral Fellow. A position is available for a training or longer term career opportunity in the field of protein-lipid interactions in cholesterol esterase. The project involves purification of this enzyme by detergent solubilization and affinity chromatography, controlled dilipidation and reconstitution into liposomes for cation transport studies and rapid kinetic fluorescence analysis. Applicants should have experience in a related field at the M.Sc. or Ph.D. level. Salary will be commensurate with experience. Submit curriculum vitae and the names of three referees to: Dr. B.D. Roufogalis, Laboratory of Molecular Pharmacology, Faculty of Pharmaceutical Sciences, University of British Columbia, 2146 East Mall, Vancouver, B.C. V6T 1W5.</p> <p>PHYSICAL EDUCATION</p> <p>UNIVERSITY OF MANITOBA. School of Physical Education. Faculty position(s) available at the rank of Assistant Professor — Term Appointments. Duties include teaching and supervision of graduate students in exercise physiology; teaching courses in the principles and practices of leisure services and the planning of recreation programmes; and teaching at the undergraduate level in Adapted Physical Education, History of Physical Education, Foundations of Physical Education and activity skill courses. Both women and men who are Canadian citizens, landed immigrants, or others eligible for employment in Canada at the time of application are especially encouraged to apply. Salary, rank and start-date are negotiable. Send applications, including curriculum vitae and names of three referees to: Dr. H. Janzen, School of Physical Education, University of Manitoba, Winnipeg, Manitoba, R3T 2N2.</p> <p>PHYSIOLOGY</p> <p>MCGILL UNIVERSITY. Department of Physiology. Cardiovascular Physiologist. Assistant Professor, jointly in departments of Physiology and Medicine (Royal Victoria Hospital). Ph.D. in Physiology, expert in research on blood flow and vascular resistance, especially in pulmonary vascular bed. Teaching undergraduate and/or medical school courses and research. Salary according to qualifications and experience (base level \$24,150). Inquire curriculum vitae and names of 3 referees to: Mrs. Frances J. Ezzy-Jorgensen, Administrative Assistant, Department of Physiology, McGill University, 3655 Drummond Street, Montreal, Quebec, Canada, H3G 1Y6. Effective July 1, 1981. Deadline May 30, 1981.</p> <p>PLANT SCIENCE</p> <p>UNIVERSITY OF ALBERTA. Department of Plant Science. Research Associate in agronomy — crop physiology of rapeseed. The research associate will develop, supervise and write reports on research projects in consultation with the research</p>	<p>director. Research will be conducted in controlled environment and in field conditions on topics relating to germination and phenology of rapeseed. The work will be directed towards the improvement of agronomic practices and plant breeding procedures of rapeseed to increase productivity in central and northern Alberta. Applicants must hold a Ph.D. degree in crop physiology or plant breeding of rapeseed. Experience in rapeseed research beyond graduate school is highly desirable; particularly under western Canadian conditions. The salary will be in the Assistant Professor range and will depend on experience. This is a research trust appointment on an annual basis beginning April 1, 1981. Applications should include curriculum vitae, the names of three references, date of availability, and citizenship status. Send to: Dr. Z.P. Kondra, Department of Plant Science, University of Alberta, Edmonton, Alberta, T6G 2E1.</p> <p>UNIVERSITY OF MANITOBA. Department of Plant Science. Position: Tenure track Academic (Plant Genetics). Qualifications: Ph.D. in plant science with specialization in cytogenetics and/or quantitative genetics. Demonstrated ability in oral and written communication in English. Responsibilities: Teach at the undergraduate and graduate levels, supervise graduate students; conduct research on cereal crop genetics; participate in appropriate extension activities. Salary: Commensurate with qualifications and experience. Anticipated that the appointment will be made at a senior rank. Application: The University encourages both women and men to apply for this position and especially invites applications from Canadian citizens, permanent residents and others eligible for employment in Canada at the time of application. Curriculum vitae and the names of three referees should be sent to: Dr. L.E. Evans, Head, Department of Plant Science, University of Manitoba, Winnipeg, Manitoba, R3T 2N2. Date of Appointment: As soon as available. Closing Date: When position is filled.</p> <p>POLITICAL SCIENCE</p> <p>QUEEN'S UNIVERSITY. Political Science. Queen's University invites applications for a position in international relations at the rank of lecturer or assistant professor. This is a replacement position for a maximum of two years and is not renewable. Ph.D. or near completion. Salary according to qualifications and experience. Candidates of both sexes are equally encouraged to apply. Replies to: Professor J.A.W. Gunn, Department of Political Studies, Queen's University, Kingston, Ontario, K7L 3N6. Closing date: when position has been filled.</p> <p>PSYCHOLOGY</p> <p>UNIVERSITY OF GUELPH. Department of Psychology. The Psychology Department has tenure track positions available at the Assistant Professor level in two of the following areas: a) Applied Child Psychology. Responsibilities will include graduate teaching in cognitive assessment of children, learning disabilities and practicum supervision; b) Social Psychology in the areas of aging, program evaluation of environmental psychology will be given preference; c) Personality and Psychopathology. Candidates with interests in traditional areas of personality and psychopathology will be considered. Preference will be given to those with skills in methodology, statistics, and measurement, have interests across areas and are Canadian citizens are eligible to work in Canada at the time of application. Positions subject to final budgetary approval. Interested persons should arrange to have curriculum vitae, representative publications and four letters of recommendation sent to: Dr. Michael Sobol, Department of Psychology, University of Guelph, Guelph, Ontario, N1G 2W1, Canada.</p> <p>SAINT MARY'S UNIVERSITY. Department of Psychology. Assistant Professor. The Department of Psychology is seeking to fill a tenure-track position in the general area of Applied Psychology. The Department offers M.Sc. programs in Clinical and Industrial/Organizational Psychology. The ideal candidate is one who can contribute through teaching and research, to both of these areas. Experimental psychologists with strong applied interest should be especially welcome to apply. Duties include teaching</p>	<p>at the undergraduate and graduate levels, research and professional activity, and research supervision. The 1980-81 salary floor for the assistant professor rank is \$19,908. Starting date for position is September 1, 1981. Preference is given to applicants who are eligible for employment in Canada at the time of application. Applicants should send a letter of application stating their research teaching and professional interests along with a vita and the names of three references to: Dr. Victor M. Catano, Chairperson, Department of Psychology, Saint Mary's University, Halifax, Nova Scotia, B3H 3C3.</p> <p>UNIVERSITY OF WINNIPEG. Psychology. Tenure track position in Psychological Psychology available. Ph.D. with strong teaching and research background required. Duties include a 9-hour undergraduate teaching load September to April (12 month salary). Salary and rank commensurate with qualifications and experience. Excellent Neuropsychological equipment and facilities available as well as self-breeding feline colony. Send vitae and three letters of reference to: Professor J.J. Cole, Department of Psychology, University of Winnipeg, 515 Portage Avenue, Winnipeg, Manitoba, Canada, R3B 2E9. Effective September 1981 or 1982. Closing date for applications when position filled.</p> <p>UNIVERSITY OF NEW BRUNSWICK. SAINT JOHN CAMPUS. Psychology. Experimental Clinical Psychologist. Assistant or Associate Professor tenure-track appointment. Ph.D. required. Will be expected to initiate own program of research, supervise honours theses, and teach courses in the following areas: Personality, Systems of Therapy, Aging, Change in Behaviour, Psychological Testing, Community Psychology and Mental Health. The campus is adjacent to a large new Regional Hospital. Interested individuals should send curriculum vitae, three letters of recommendation, and representative samples of published work to: Dr. I.R. Cameron, Acting Dean of Faculty, University of New Brunswick, P.O. Box 5050, Saint John, N.B. E2L 4L5. Position to begin July 1, 1981.</p> <p>RADIATION BIOLOGIST</p> <p>BRITISH COLUMBIA CANCER RESEARCH CENTRE. Radiation Biologist. Applications are invited for a staff appointment in the Medical Biophysics Unit of the British Columbia Cancer Research Centre in Vancouver. The position requires training (Ph.D. or equivalent) and experience with the effects of ionizing radiation on normal tissue and tumours in animals. It will involve responsibility for ongoing studies of the effects of p-meson radiation in several mouse tissues at TRIUMF, as well as the opportunity to initiate new radiobiological programs. The appointment made at the Assistant or Associate Professor level. Qualified individuals will be eligible for a university faculty appointment. Some teaching and supervision of graduate studies required. The position is available immediately. Salary commensurate with qualifications. Curriculum vitae, list of publications and names of three referees should be sent to: Dr. L.D. Skarsgard, Head, Medical Biophysics Unit, British Columbia Cancer Research Centre, 601 West 10th Avenue, Vancouver, British Columbia, V5Z 1L3, (phone 604-675-8401) from whom also further details can be obtained.</p> <p>RECREATION</p> <p>UNIVERSITY OF WATERLOO. Department of Recreation. Assistant or Associate Professor in Recreation Administration. Qualifications include an earned doctorate or its near completion in Recreation Administration or related discipline. A strong research background with the ability to successfully supervise student theses and honors projects with a broad interdisciplinary view to graduate and undergraduate instruction and continued involvement and participation in professional organizations with a demonstrated competence and commitment to scholarship. Salary offered is Assistant Professor (minimum \$19,800); Associate Professor (minimum \$25,800). Salary and rank commensurate with qualifications and experience. Those interested should send applications to: Dr. David Ng, Chairman, Department of Recreation, University of Waterloo, Waterloo, Ontario, N2L 3G1. El-</p>
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fective date of appointment is July 1, 1981. Applications accepted until June 15, 1981. Position contingent on the availability of funds. First consideration will be given to those applicants who at the time of application are legally eligible to work in Canada for the period covered by this position.

SOCIOLOGY

UNIVERSITY OF SASKATCHEWAN. Department of Sociology. Two sabbatical leave replacement positions at the Lecturer level. Appointment for a ten-month period - September 1, 1981 to June 30, 1982. Minimum qualifications, M.A. in Sociology and teaching experience. Teaching at the undergraduate level: Introductory Sociology, as well as some combination of courses in the areas of Family, Deviance, Theory, Urban Problems, Demography, Sociology of Sex Roles and Social Welfare Organizations. Interested candidates send vitae and three letters of reference to B. Singh Bolaria, Professor and Head, Department of Sociology, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

MCMASTER UNIVERSITY. Department of Sociology. Applications are invited for a one-year contractually limited position, rank of Assistant Professor, Ph.D. or equivalent. Specializations: Areas of undergraduate teaching will be some combination of: Sociology of the Family, Sociology of Education, Sociology of Women, Introductory Sociology. Effective July 1, 1981. Application, curriculum vitae and names of three referees should be addressed to Dr. W. Shaffir, Department of Sociology, McMaster University, Hamilton, Ontario, L8S 4M4.

ACADIA UNIVERSITY. Department of Sociology. Subject to the availability of funds, applications are invited for a ten-month seasonal appointment at the Assistant Professor level from 1 August 1981. Applicants must have a doctorate or equivalent with teaching experience in at least two of the following areas: introductory, methodology, deviance, criminology, political sociology, Atlantic Canada, occupations or family. A curriculum vitae and the names of three referees should be sent to: Dr. Thomas G. Regan, Head of the Department of Sociology, Acadia University, Wolfville, Nova Scotia, B0P 1X0. Applications will be received until the positions are filled.

TRANSLATION

CONCORDIA UNIVERSITY. Department d'Etudes Françaises. Professor of Translation. Le Département d'Etudes Françaises of Concordia University invites applications for a replacement position in its translation programme for the academic year 1981-82. Candidate must have teaching experience and experience in literary and/or translation, a thorough command of French and English, and preferably a Ph.D. The appointment is for an Assistant Professor. The minimum salary for Assistant Professor is presently \$21,435. This is a limited term appointment for one year only (from August 1, 1981 to May 31, 1982). Application deadline: when position is filled. Send application to: Pierre L'Hérault, Chairman, Département d'Etudes Françaises, H-515-11, Campus Sir George Williams, Concordia University, 1455, Boul. de Maisonneuve O. Montréal, Québec, H3G 1M6.

UNIVERSITE LAURENTIENNE. Ecole de Traducteurs et Interprètes. Professeur de traduction et d'interprétation. Minimum M.A.; bilingue (anglais/français). Sera responsable de cours d'interprétation simultanée et consécutive, prise de notes et contraction de textes, terminologie et terminologie juridique. Termes et durée du contrat à discuter et sous réserve des restrictions administratives et budgétaires. À partir du 1er juillet 1981. Candidatures seront reçues jusqu'au 31 mai 1981 ou jusqu'à ce que le poste soit pourvu. CV et noms de trois répondants à: B.E. Pitcher, Directeur, Ecole de Traducteurs et Interprètes, Université Laurentienne, Chemin du Lac Ramsey, Sudbury, Ontario, P3E 2C6.

LAURENTIAN UNIVERSITY. School of Translation from French to English, programme for anglophones. Minimum M.A. in translation or related field. Terminology and/or interpretation would be assets, in

particular legal terminology. Terms and length of contract to be discussed, and subject to administrative and budgetary restrictions. Position to start July 1st, 1981. Applications will be received until May 31, 1981 or until position is filled. Submit CV and 3 references to: G.E. Pitcher, Director, School of Translators and Interpreters, Laurentian University, Ramsey Lake Road, Sudbury, Ontario, P3E 2C6.

VETERINARY MEDICINE

UNIVERSITY OF SASKATCHEWAN. Department of Veterinary Clinical Studies. Applications are invited from veterinary clinicians with an interest in theriogenology, with a particular interest in wildlife species. The duties will include classroom, laboratory and field instruction of senior veterinary students in clinical theriogenology and the candidate will be encouraged and expected to engage in research activities in reproduction, particularly in wildlife species. The position includes a clinical teaching commitment to the Veterinary Teaching Hospital. The candidate must be a graduate veterinarian and eligible to become licensed to practice in the Province of Saskatchewan. The candidate will be given to candidates with a post-graduate degree, post-graduate research experience, board certification or a recognized professional specialty equivalent. A demonstrated interest in reproduction in wildlife species would be desirable. An appointment to this position will be subject to final budgetary confirmation. To apply, please submit a letter of application, curriculum vitae, and names of three referees to Dr. G.F. Hamilton, Head, Department of Veterinary Clinical Studies, Western College of Veterinary Medicine, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0, Canada.

UNIVERSITY OF SASKATCHEWAN. Department of Veterinary Clinical Studies. Applications are invited from individuals holding the D.V.M. or equivalent degree and having postdoctoral training in large animal internal medicine. Board certification in the specialty of Internal medicine of the American College of Veterinary Medicine or eligibility for certification is preferred. Responsibilities include lecture and laboratory instruction in an area of large animal medicine, both in the classroom and in the Veterinary Teaching Hospital; the position includes a clinical teaching commitment to the Veterinary Teaching Hospital. There is opportunity to instruct graduate students, residents and interns in formal courses and individual study in the area of the candidate's interest and competence. The development of a creative and productive research program is a fundamental requirement of the position. The candidate must be eligible to become licensed to practice veterinary medicine in the Province of Saskatchewan. An appointment to this position will be subject to final budgetary confirmation. To apply, please submit a letter of application, curriculum vitae, and names of three referees to Dr. G.F. Hamilton, Head, Department of Veterinary Clinical Studies, Western College of Veterinary Medicine, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0, Canada.

PERSONAL

PERSONAL. Railway Hotels (1865-1900) in the Chateau Style. M.A. student seeks information. Please contact O. Charest, 10921 University Avenue, Edmonton, Alberta, T6G 1Y7.

PERSONAL. In Quebec City, house for rent, 5 minute walk from Laval University. Cottage, 4 bedrooms; furnished; available from August 1, 81 to August 1, 82. Tel: (418) 656-3266 or write to A. Gamache, Computer Science Department, Pavillon Pouloué, Laval University, Québec, Québec, G1K 7P4.

PERSONAL. A Québec, maison meublée à louer à proximité du campus de l'Université Laval. Située dans St-Sacrement, 9 pièces avec 4 chambres. Disponible à partir 1981 au 1er août 82. Tél: (418) 656-3266 ou écrire à A. Gamache, Département d'Informatique, Pavillon Pouloué, Université Laval, Québec, G1K 7P4.

PERSONAL. Treasure Island, Florida, 1 bedroom ocean front apartment for rent. Sights 2-6. Heated pool, beach fishing. Close to everything. Available now. Reasonable. Specials for sabbaticans summer and fall. Call Montreal (514) 457-3120

evenings.

LATE ADS

UNIVERSITY OF GUELPH. Department of Consumer Studies. Chairman Search Reopened. The search for the Chairmanship of the Department of Consumer Studies has been re-opened and applications and nominations are invited. The Department of Consumer Studies, established in 1969, is a comprehensive interdisciplinary department with a focus on the consumption process and consumer behaviour and on the interactions in the market place among industry, government and consumers. The faculty complement of seventeen includes those with backgrounds in consumer behaviour as well as those with expertise in areas of significance to specific consumer goods and service. The Department is responsible for approximately 200 undergraduate students in the Consumer Studies major within the Bachelor of Applied Science program in the College of Family and Consumer Studies. At the graduate level a master of science degree is offered and within selected areas of study a doctoral program is available. An important responsibility of the incoming Chairman will be the further development of the research and graduate programs. The candidate's position should be a Ph.D. or equivalent in an area relevant to the broad interests of the department. Background experience in university teaching, research and related industry or government positions will be considered by the committee. The appointment is open to 1, 1981, and is for a term of five years which is renewable. Curriculum vitae and the names of three referees should be sent to Dean J.M. Wardlaw, College of Family and Consumer Studies, University of Guelph, Guelph, Ontario, N1G 2W1. Closing date for applications is October 15, 1981. Appointment is subject to final budgetary approval.

UNIVERSITY OF GUELPH. Department of Land Resource Science. Assistant Professor in Resources Management. Date Available: August 1, 1981 (subject to final budgetary approval). Specialization in resources management with experience in interdisciplinary research. An appreciation of the importance of the agricultural industry in resource use essential; expertise related to at least one other major resource use desirable. Proficiency in oral and written English essential. Ph.D. desired. Teaching responsibilities will include undergraduate and graduate courses and supervision of graduate students. The teaching component will involve development of courses in resources management and rural land use planning. The successful candidate will be expected to develop a close working relationship with the University School of Rural Planning and Development. Research should complement the teaching program with emphasis on rural land use planning and conservation. The successful candidate will be expected to lead an interdisciplinary approach to integration of land resource research with planning. Familiarity with environmental impact assessment procedures useful. The salary is competitive and the level of appointment will depend on qualifications of the applicant. Those interested in applying for this position should forward personal data, transcripts of college records, names of three professional referees and a list of publications to: Dr. K.M. King, Chairman, Department of Land Resource Science, University of Guelph, Guelph, Ontario, Canada, N1G 2W1. Deadline for applications: May 31, 1981.

UNIVERSITY OF SASKATCHEWAN. Department of Veterinary Clinical Studies. Large Animal Surgery (Food Animals). Applications are invited from individuals holding the D.V.M. or equivalent degree and having post doctoral training in large animal surgery. Board certification in the specialty of surgery of the American College of Veterinary Surgeons or eligibility for certification is preferred. Responsibilities include lecture and laboratory instruction in food animal surgery, both in the classroom and in the Veterinary Teaching Hospital; the position includes a clinical teaching commitment to the Veterinary Teaching Hospital. There is an opportunity to instruct and interact with graduate students, residents and interns in formal courses and individual study in the area of the candidate's interest and competence. The development of a creative and productive research program is a fundamental require-

ment of the positions. The candidate must be eligible to become licensed to practice veterinary medicine in the Province of Saskatchewan. The appointment will be at the Assistant Professor rank with salary negotiable and commensurate with qualifications and experience. To apply, please submit a letter of application, curriculum vitae, and names of three referees to: Dr. G.F. Hamilton, Head, Department of Veterinary Clinical Studies, Western College of Veterinary Medicine, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0, Canada.

CONCORDIA UNIVERSITY. Electrical Engineering. Applications are invited for a tenure-track faculty position at the rank of Assistant or Associate Professor in the Department of Electrical Engineering at Concordia University. The position will involve teaching in the areas of circuits and systems, analog and digital filters, and electronics, and research in a related field. Applicants should hold a doctorate in an appropriate area and be familiar with modern trends in their area. Applications, which should include curriculum vitae, and the names of three referees, should be addressed to: Dr. A. Antoniou, Chairman, Department of Electrical Engineering, Concordia University, 1455 de Maisonneuve Blvd. West, Montreal, Quebec, H3G 1M6.

CONCORDIA UNIVERSITY. Centre for Building Studies. The Centre for Building Studies of Concordia University, Montreal, is seeking candidates for the position of Research Associate in Materials Research on adhesives and sealants, thermal storage materials, insulation and durability of building materials. The candidate should have a Ph.D. and a proven research record in Material Science, Chemistry, or Chemical Engineering. Salary is negotiable depending on academic qualifications and experience. Candidates should apply in writing, enclosing a complete resume, to: Dr. Paul Fazio, Director, Centre for Building Studies, Concordia University, 1455 de Maisonneuve Blvd. W., Montreal, Quebec, H3G 1M6.

MCMASTER UNIVERSITY. Urban Studies. McMaster University invites applications for appointment to the newly created V.K. Copps Chair in Urban Studies. The Chair has been established with support from the City of Hamilton in honour of the City's former mayor, Victor K. Copps. The appointment, a tenure-track one, will be made at the professional level in any one of the departments involved in urban studies, namely Civil Engineering, Economics, Geography, Political Science and Sociology. The appointee will be expected to maintain his/her research in urban studies, to teach in related areas, and to participate at some level in the urban affairs of the city or regional municipality. Both the starting date and salary are negotiable. Applications, with curriculum vitae and names of three referees should be sent to: Dr. Leslie J. King, Vice-President (Academic), McMaster University, Hamilton, Ontario, L8S 4K1.

WILFRID LAURIER UNIVERSITY. Business. Applications are invited for teaching positions in the areas of: Accounting, Finance, and Operations Management for the 1982-83 teaching year. Qualifications: Ph.D. or Ph.D. candidates. Duties: include graduate and/or undergraduate teaching. Applications will be accepted until positions are filled, and are subject to budget approval. Send applications to: Dr. T.F. Cawsey, Ph.D., Associate Dean of Business, School of Business and Economics, Wilfrid Laurier University, Waterloo, Ontario, Canada, N2L 3C5.

UNIVERSITY OF GUELPH. Department of Chemistry. Post-doctorate or Research Associate position available to study visual and bacterial rhodopsin photoreceptors by flash photolytic and light scattering techniques. Experience in these areas desirable. Salary dependent on qualifications. Write to: Professor E.W. Abrahamson, Department of Chemistry, University of Guelph, Guelph, Ontario, N1G 2W1.

DALHOUSIE UNIVERSITY. Department of Psychology. Physiological psychology, 2 year replacement position, good research record and ability to teach both basic neuroscience and human neuropsychology is desired. Laboratory space with neurophysiological facilities will be available. Salary and rank negotiable. Closing date for applications May 31st, 1981. Apply G.V. Goddard, Department of Psychology, Dalhousie University, Halifax, N.S., B3H 4J1, Canada.

YORK UNIVERSITY. Department of Chemistry. Applications are invited for the position of Research Associate. Candidates must have a Ph.D. in Chemistry or the equivalent, and several years post-doctoral

experience covering the following: the operation and uses of tunable diode lasers, stratospheric chemistry and chemical kinetics. Also a proven ability to design and build field instrumentation is required. Applications should be sent to: Dr. H. Schiff, Chemistry Department, York University, 4700 Keele Street, Downsview, Ontario, M3J 1P3.

YORK UNIVERSITY. Department of Economics. Applications invited for a contractually limited sessional appointment beginning September 1, 1981 and ending June 30, 1982. Teaching experience needed. Salary negotiable. Application, including curriculum vitae, should be sent to Dr. G.H. McKechnie, Chairman, Department of Economics, Room S845A, Ross Building, York University, 4700 Keele Street, Downsview, Ontario, M3J 1P3. Tel: (416) 667-2362.

UNIVERSITE DU QUEBEC. INSTITUT ARMAND-FRAPPIER. Bacteriology Research Centre. Post-Doctoral position available for research on the biodegradation of cellulose and biotechnological approaches to improved cellulase production. Position available on June 1st 1981, for one year, renewable for a 2nd year. Annual salary: \$16,000. Interested applicants should send curriculum vitae and two references to: Dieter Kluepfel, Dr. sc. nat., Centre de recherche en bactériologie, Institut Armand-Frappier, Université du Québec, Case Postale 100, Ville de Laval, H7V 1B7, Canada.

SIMON FRASER UNIVERSITY. Centre for the Arts. Lecturer-Technical Director. The Centre for the Arts at Simon Fraser University plans the appointment of a Lecturer-Technical Director. It is anticipated that the duties will include: instruction of students in theatre crafts, and the development and teaching of all undergraduate courses related to theatrical production, technical direction and some management responsibilities for teaching productions in dance and theatre, supervision of students involved in production support. Qualifications should include a strong background in technical theatre experience in production management, and a demonstrated ability to teach. The appointment will be made at the academic rank of Lecturer, a full-time teaching position for a two-year term, with possibilities for reappointment. Duties to begin September 1, 1981. Salary commensurate with qualifications. Send resume and names of references before May 31, 1981, to: Professor Grant Strate, Director, Centre for the Arts, Simon Fraser University, Burnaby, British Columbia, V5A 1S6.

SIMON FRASER UNIVERSITY. Centre for the Arts. Film Assistant professor in Film. Simon Fraser University expects to make a faculty appointment in film production. The appointment will be at the level of visiting professor for a one or two-year term. This position involves teaching at the intermediate and advanced levels of filmmaking, conducting critical seminars, and participating in faculty supervision of student films. Qualifications should include substantial professional experience in a variety of filming genres (i.e. documentary, dramatic, film art) and demonstrated ability to teach the craft of film at all levels. Preference will be given to Canadian citizens or landed immigrants. Candidates should be prepared to accept faculty responsibilities within an interdisciplinary fine and performing arts department. Duties to begin September, 1981. Letters of application and complete resume should be sent to Professor Grant Strate, Director, Centre for the Arts, Simon Fraser University, Burnaby, British Columbia, V5A 1S6, before May 31, 1981.

LAURENTIAN UNIVERSITY. School of Engineering, Mining Engineering. Applications are invited from individuals qualified to teach in an undergraduate program in Mining Engineering. A successful candidate will be expected to instruct in Engineering Design and Management in addition to various aspects of mine operations to develop cooperative educational programs with local industry, and to participate in sponsored research projects relevant to the minerals industry. Applicants should have a higher degree in Mining Engineering and wide and extensive background in the mining industry. Depending on qualifications and experience, appointment may be at a senior level. An ability to communicate in French would be an asset. Applications including resumes and the names of three referees should be sent immediately to: Dr. N.H. Wadde, Acting Director, School of Engineering, Laurentian University, Sudbury, Ontario, P3E 2C6.

SAINT MARY'S UNIVERSITY. Department of Accounting. Applications are invited for a

one-year terminal appointment in the Department of Accounting. Duties include the teaching of financial and managerial accounting. Minimum qualifications: Bachelor of Commerce degree, accounting designation. Appointment open until position is filled. Applications should be sent to: Professor H. Bryan Emerson, Jr., Chairperson, Department of Accounting, Saint Mary's University, Halifax, Nova Scotia, B3H 3C3.

YORK UNIVERSITY. Department of Biology. Molecular Geneticist. A vacancy exists at the level of Assistant, Associate or Full Professor for a tenure track appointment in the field of molecular genetics. We are seeking candidates with a record of, or potential for, excellence in research. Experience with recombinant DNA technology is an asset. The availability of the appointment is subject to final University approval. Applications with the names of three referees should be sent to the Chairman, Department of Biology, York University, Downsview, Ontario, M3J 1P3, Canada before August 31, 1981.

UNIVERSITY OF WINNIPEG. Department of Biology. Applications are invited for a position at the rank of Assistant Professor (Sessional) to participate in the Inter-Universities North Programme. The appointee will be required to teach the following courses at the locations stated: Genetics, Evolution, Man and the Ecosystems of Flin Flon; General Biology at Thompson; Introduction to Physical Science/Bioscience at The Pas. The position will be of 9 months duration. The appointee will be required to live in a northern community; northern allowance and moving expenses will be paid. Applicants should send a resume and the names of three referees to: Dr. R.A. Woods, Chairman, Department of Biology, The University of Winnipeg, 515 Portage Avenue, Winnipeg, Manitoba, R3B 2E9. Closing date when position filled.

UNIVERSITY OF WINNIPEG. Department of Biology. A vacancy has arisen for an Instructor to teach laboratory classes in Human Anatomy and Physiology to student nurses and general Biology to science students. Candidates should have an M.Sc. and relevant experience. Applications and the names of three referees should be sent to: Dr. R.A. Woods, Chairman, Department of Biology, University of Winnipeg, Winnipeg, Manitoba, R3B 2E9. Closing date — when position filled. Starting date — August 1, 1981.

THE UNIVERSITY OF NEW BRUNSWICK. Department of English. Subject to availability of funding, the Department invites applications for one to three seasonal appointments at the Assistant Professor level in the 1981-82 academic year (July 1, 1981 to June 30, 1982). These one-year, terminal appointments may be renewed, if performance is satisfactory and funding available. The current salary for this position is \$19,035. Seasonal appointments are full-time temporary faculty with a weekly teaching load of three full-year courses or their equivalent (i.e. nine hours). Only those applicants who hold the Ph.D. will be considered. Applications must include a curriculum vitae, academic transcripts, and the names of three referees. Please address all applications to: Dr. P.G. Kepros, Dean of Arts, The University of New Brunswick, P.O. Box 4400, Fredericton, New Brunswick, E3B 5A3. Applications must be received by May 30, 1981.

ACADIA UNIVERSITY. School of Recreation and Physical Education. Subject to budget restrictions, applications are invited for a faculty position in the School of Recreation and Physical Education for the 1981-82 academic year. Areas of Responsibilities: Administration: Director of Centre of Leisure Studies. Overall administration of the Centre including: Collection and dissemination and management of information, budget control, staff supervision, research projects, publications, assistance to community groups. Qualifications: Doctorate preferred. Master's degree required. Experience in university-level teaching desirable. Starting date: By mutual agreement. Rank/Salary: Contingent upon qualifications and experience. Application procedure: Send resume and credentials to: Chairman, Selection Committee, Recreation Faculty, School of Recreation and Physical Education, Acadia University, Wolfville, N.S., B0P 1X0.

ACADIA UNIVERSITY. School of Recreation and Physical Education. Subject to budget restrictions, applications are invited for a faculty position in the School of Recreation and Physical Education for the 1981-82 academic year. Areas of Responsibilities: Teaching: Undergraduate Recreation Programme in areas of Leadership, Planning,

Programming and History of Recreation, Graduate Recreation Programme in areas of Policy and Planning for Recreation and Leisure. Qualifications: Doctorate preferred. Master's degree minimum. Experience in university-level teaching desirable. Starting Date: By mutual agreement. Rank/Salary: Contingent upon qualifications and experience. Application procedure: Send resume and credentials to: Chairman, Selection Committee, Recreation Faculty, School of Recreation and Physical Education, Acadia University, Wolfville, N.S., B0P 1X0.

UNIVERSITY OF VICTORIA. Department of Biology. Applications for a faculty position in marine ecology at the assistant professor level are invited. Candidates are expected to have a Ph.D., preferably with post-doctoral experience. While the Biology Department is receptive to applicants from a wide range of backgrounds in marine ecology, preference will be given to a candidate whose interests complement those of the present faculty, whose ecological work has oriented conceptual framework but is field-oriented in practice, and whose research would make substantial use of the Bamfield Marine Station and/or the M.S.S.V. John Strickland, a well-equipped 54', inshore oceanographic vessel. The successful applicant would be expected to participate in appropriate ecological and marine science undergraduate courses and to deliver a vigorous graduate program. The assistant professor salary floor, currently under review, is \$21,650. Applicants should submit, not later than May 30, 1981, a curriculum vitae, a personal statement of teaching and research interests, and arrange to have three letters of recommendation sent to: Dr. J.E. McInerney, Chairman, Department of Biology, University of Victoria, Victoria, B.C., V8W 2Y2. This position is subject to final budget approval.

UNIVERSITY OF NEW BRUNSWICK. School of Computer Science. Assistant Professor (tenure-track). Ph.D. in Computer Science desirable, various areas — operating systems, software engineering, digital networks, systems design, etc. Teaching at the undergraduate and graduate levels and collaborative research. Salary commensurate with qualifications and experience. Apply to: Dr. W.D. Wasson, Director, School of Computer Science, University of New Brunswick, Fredericton, N.B., Canada, E3B 5A3. Starting July 1, September 1, 1981. Closing date — when position filled.

DALHOUSIE UNIVERSITY. Department of French. The Department seeks an Assistant Professor in 16th century, pedagogy or stylistics. Must have a strong interest in teaching, drama and scenery, language classes, Ph.D. native or near native fluency. Possibly tenure track, beginning July 1, 1981. Send letter of application, c.v., complete dossier with names of referees to: Dr. R. Runtz, Chairperson, Department of French, Dalhousie University, Halifax, Nova Scotia.

UNIVERSITY OF MANITOBA. Mechanical Engineering. A faculty position at the rank of assistant or associate professor is available, commencing September 1, 1981, or by arrangement, in the Solid Mechanics Division, Department of Mechanical Engineering, University of Manitoba. The position is for a two-year term with possibility of renewal. Applicants should have a Ph.D. or equivalent in Mechanical Engineering or Engineering Mechanics as well as good working knowledge of the finite element method as applied to design. Duties will include undergraduate and graduate teaching and research in solid mechanics and participating in the development of computer-aided design (CAD) in the department. Salary will be commensurate with rank and qualifications. Canadian citizens, landed immigrants, and others eligible for employment in Canada are encouraged to apply. Forward application and resume with the names of at least two referees to: Dr. J.R. Cahoon, Professor and Head, Department of Mechanical Engineering, University of Manitoba, Winnipeg, Manitoba, R3T 2N2.

UNIVERSITY OF MANITOBA. Mechanical Engineering. A faculty position at the rank of assistant or associate professor is available commencing September 1, 1981, or by arrangement, with the Fluid Mechanics Group of the Department of Mechanical Engineering, University of Manitoba. The position is for a two-year term with possibility of renewal. A Ph.D. or equivalent with research or industrial experience in either low speed aerodynamics or turbulence is preferred. The successful candidate will be expected to teach undergraduate and graduate courses in fluid mechanics and initiate and conduct research in the

applicant's area of expertise. Salary will be commensurate with rank and qualifications. Canadian citizens, landed immigrants and others eligible for employment in Canada at the time of application are encouraged to apply. Forward application with current resume and the names of at least two referees to: Dr. J.R. Cahoon, Professor and Head, Department of Mechanical Engineering, University of Manitoba, Winnipeg, Manitoba, Canada, R3T 2N2.

UNIVERSITY OF MANITOBA. Mechanical Engineering. A faculty position at the rank of assistant or associate professor is available commencing September 1, 1981 or by arrangement, with the Energy Group of the Department of Mechanical Engineering, University of Manitoba. The position is for a two-year term with possibility of renewal. A Ph.D. or equivalent with research interests and experience in the area of alternative energy, especially alternative fuels for transportation is preferred. However, applicants with research experience in the areas of two phase and forced convective single phase heat transfer will be considered. Duties will include teaching undergraduate and graduate courses in the energy area and initiating and conducting research in the applicant's area of interest. Salary will be commensurate with rank and qualifications. Canadian citizens, landed immigrants and others eligible for employment in Canada at the time of application are especially encouraged to apply. Send application with current resume and the names of at least two referees to: Dr. J.R. Cahoon, Professor and Head, Department of Mechanical Engineering, University of Manitoba, Winnipeg, Manitoba, Canada, R3T 2N2.

UNIVERSITY OF MANITOBA. Industrial Engineering. Two faculty positions at the rank of assistant or associate professor are available commencing September 1, 1981 or by arrangement, with the Industrial Engineering Group, Department of Mechanical Engineering, University of Manitoba. The positions are for a two-year term with possibility of renewal. A Ph.D. or equivalent is preferred with research or industrial experience in small to intermediate scale manufacturing methods engineering and production control. A knowledge of computer applications for these areas is desirable. Duties are teaching undergraduate and graduate courses in industrial engineering and to initiate and conduct research in the applicant's area of interest, interaction with local industry is also expected. Salary will be commensurate with rank and qualifications. Canadian citizens, landed immigrants and others eligible for employment in Canada at time of application are especially encouraged to apply. Send application with resume and at least two letters of reference to: Dr. J.R. Cahoon, Professor and Head, Department of Mechanical Engineering, University of Manitoba, Winnipeg, Manitoba, Canada, R3T 2N2.

UNIVERSITY OF MANITOBA. School of Social Work. Two positions, one term and one possible tenure track, depending on qualifications at Assistant and/or Associate level for 1981 or 1982. Duties include both field and classroom teaching in the undergraduate generalist program, mostly in introductory courses. Also includes teaching in the graduate program largely in the area of clinical practice. Opportunities for research and/or teaching in extensive Continuing Education program. Qualifications: Postgraduate degree in Social Work, Ph.D. preferred; extensive experience in professional practice; experience in supervision or teaching preferred. The University encourages both women and men to apply for this position and especially invites applications from Canadian citizens, permanent residents and others eligible for employment in Canada at the time of application. Send application, including curriculum vitae, publications and references by May 30 to: Professor Addie Penner, Director, School of Social Work, University of Manitoba, Winnipeg, Manitoba, R3T 2N2.

UNIVERSITY OF TORONTO. SCARBOROUGH COLLEGE. Chemistry. A one-year limited term appointment in Physical Chemistry or Chemical Physics, probably at the Assistant Professor level, is required. Salary according to qualifications and experience. The duties will include undergraduate teaching and research. Appointment to commence 1 July or 1 September, 1981. Send curriculum vitae and names of three referees to: Professor John E. Dove, Chairman, Physical Sciences Division, Scarborough College, University of Toronto, 1265 Military Trail, West Hill, Ontario, M1C 1A4, Canada.

ECONOMIC BENEFITS. AVANTAGES ECONOMIQUES

New income deferral plans for Canadian academics

by Larry Eberlein

Two new plans which will act to defer income in the hands of academic staff are now available for negotiation with university administration. The first plan was revealed by E. Arnold Chater, Director, Registration Division, Revenue Canada at the Canadian Pension Conference held in Banff, Alberta, in October, 1980. It was enacted into law as part of Bill C-54, the budget adopted by the House of Commons in February, 1981.

The second plan has already been utilized by school boards in British Columbia and has received approval of Revenue Canada-Taxation.

Federal employee benefits plans

According to Mr. Chater, there are two types of schemes, one an employee benefit plan and the other an employer benefit trust with technical differences. In many ways these will be similar to an *unregistered* pension plan or an *unregistered* RRSP. Academics will be more interested in the employee benefit plan rather than the trust. The effect is to allocate to individual members, moneys paid over to a custodian by the employer. The amounts so allocated are not income to the employee until actually taken out of the plan, (Para. 6(1) (a) of the *Income Tax Act*.) Moneys so allocated may not be deducted from the employer's (the Board of Governors) income, but since universities are non-taxable entities, this restriction makes no difference.

The funds set aside are subject to tax, but it appears that if the income is allocated to the members' accounts, no tax would be payable. There will be restrictions on investments similar to those that apply to pension funds. Payment out of these deferral plans will not qualify for pension deduction or roll-over to other types of retirement plans. Neither will there be any flow through of dividends, capital gains, etc. It is not clear at this time whether employees will be restricted from taking funds out of the plan, although the funds would be paid to the estate in the event of death.

British Columbia Teachers' Federation Plan

The B.C. plan, which could be utilized at any school, college or university, resulted from a collective agreement between a Board of School Trustees and a local association of the British Columbia Teachers' Federation. The plan is a joint effort to permit teachers employed in the system to take a one-year leave of absence and save for it by reducing their regular income for up to nine years prior to taking the leave.

One of the important factors here is that the income is not taxed by the staff member

until money is actually taken out of the plan. This is similar to an RRSP but is not subject to the same \$3,500 limitation, nor does it affect contributions to an RRSP while the plan is in effect. It reflects Revenue Canada's recognition that cash basis taxpayers pay tax only on income when received. The net effect is that whatever is saved under the plan is free of tax at the taxpayer's marginal rate (probably about 40%) in the year in which it was earned, but will be taxed in the year of leave at a rate dependent on other income for the latter year. In some ways this is a special type of wage continuation plan for use where less than full support for research or study leave is available from the employer. A note of caution, such plans should not be used to fund, and hence encourage alleged programme redundancies or be used to replace sabbatical leave programmes.

A second important feature of the plan in use in B.C. is that it does not affect the pension contributions made, nor the salary upon which those contributions are based. Full fringe benefits are maintained prior to taking a leave of absence and are available during the leave of absence, payment being made by the employer or employee as agreed upon in the contract. The employing Board will make pension deductions during the leave based upon requirements of the Teachers' Pension Act.

The individual agreement to be signed with each teacher-participant will specify what percentage of regular salary is to be retained by the Board each year (to a maximum of nine years) prior to the planned leave of absence. The money retained and all accumulated interest will be available to the staff member in several ways: monthly or as agreed on during the approved leave of absence; in cash or annual installments over five years in the event of withdrawal due to resignation or for personal reasons; and, to the estate in the event of death. Members may also suspend the plan from time to time. Administration costs are paid by the employer.

Discussion

The B.C. plan is primarily designed to benefit academics who desire to go on leave without pay or with partial pay. It will be of advantage to any professor who needs a supplement to his or her regular income during a period of leave, especially when leave is to another country with a higher cost of living and a 75% of a devalued Canadian salary, a situation common in many sabbatical plans. Often RRSP or spousal RRSP plans are deregistered during this period of leave to provide the extra funds necessary.

While 100% sabbaticals should be encouraged, the extra expenses associated

with travel and housing are often not covered. Research grants may also not be adequate to make up the difference. Negotiation of such individual plans could provide a pre-planned period of study without having to dip into other resources. In addition, they have the advantage of enforced saving with Revenue Canada providing forty cents out of each dollar saved, so the average university professor only loses sixty cents from take-home pay.

The new Employee Benefit Plan, on the other hand, is ideally suited to those persons or universities who desire an improved income after retirement. As an employer pay-all plan, it supplements present pension

plans but reduces an employee's current income. Many pension plans are inadequate in pay-out and are not adequately indexed after retirement. Setting up an Employee Benefit Plan could supplement funds available after retirement, just as was intended by the RRSP plans.

These latter plans, however, are not able to provide much in the way of retirement income with the present \$3,500 limit on contributions. In fact, there was a lot of speculation before the last budget that this amount would be reduced. Mr. Chater indicated at the Banff Conference that there were no plans to increase this amount. The result is that for academics paying about \$2,000 a year into a University Pension Plan, only another \$1,500 may be set aside into an RRSP. In days of high inflation, this amount, even with accumulated earnings, will not provide much additional support during retirement years.

These plans will not meet the needs of every academic staff member. The younger staff particularly tend to want more cash in hand than deferred income. It will be necessary, then, in negotiating these plans to make participation in them optional for the individual staff member.

Larry Eberlein, Department of Educational Psychology, University of Alberta.

SUMMARY TABLE OF SCALE INCREASES AT CANADIAN UNIVERSITIES 1980-81

The following table shows the scale increases negotiated for 1980-81 at most Canadian universities, excluding Quebec. Scale increases are represented either as dollar amounts which are added to 1979-80 salaries, or as the percentages by which 1979-80 salaries are increased. Other mandatory increases, such as merit or career development, have been omitted from the table for two reasons: (a) when the demography of faculty in a university is stable, that is, when professors enter and retire at equal rates, the cost of the career development increase will be zero; and (b) the merit and career development schemes differ from university to university, making a simple comparison difficult to interpret.

WESTERN UNIVERSITIES

University	Scale Increase
Alberta	8.0%
Brandon	Professors: \$1940 Associates: \$1700 Assistants: \$1200 Lecturers: \$ 950
U.B.C.	8.6%
Calgary	8.25%
Lethbridge	7.62%
Manitoba	6.6% + catch-up
Regina	8.6%
St. Boniface	9.5%
Saskatchewan	8.2%
Simon Fraser	8.4%
Victoria	8.6%
Winnipeg	6.03%

EASTERN UNIVERSITIES

Delhouise	7.75%
Mount Allison	lessor of 5.0% or \$1500
U.N.B.	4.8%
	8.0% + catch-up

ONTARIO UNIVERSITIES

University	Scale Increase
Algoma	7.0%
Brock	7.0%
Carleton	4.6%
Guelph	7.0% + \$426.22
Hearst	\$1683
Kings	7.81%
Lakehead	7.0%
Laurentian	6.52%
McMaster	7.5%
Nipissing	8.5%
O.I.S.E.	6.58%
Ottawa	8.0%
Queen's	7.7%
Toronto	8.0%
Waterloo	8.0%
Western	7.5%
Wilfrid Laurier	6.8%
Windsor	Professors: 5.0% Associates: 5.0% Assistants: 6.0%
York	5.2%

Source: Most of the information contained in this table was obtained directly from faculty associations, while some was obtained from provincial associations such as OCUFA.